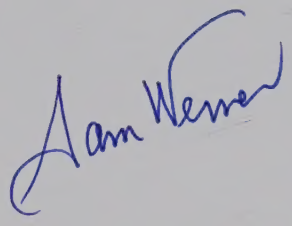
The Inauguration of Ernest Fox Nichols, D.Sc., LL.D., as President of Dartmouth College, October 14, 1909

Ernest Martin Hopkins



The Inauguration of Ernest Fox Nichols, D.Sc., LL.D., as president of Dartmouth College, October 14, 1909

Ernest Martin Hopkins

Nabu Public Domain Reprints:

You are holding a reproduction of an original work published before 1923 that is in the public domain in the United States of America, and possibly other countries. You may freely copy and distribute this work as no entity (individual or corporate) has a copyright on the body of the work. This book may contain prior copyright references, and library stamps (as most of these works were scanned from library copies). These have been scanned and retained as part of the historical artifact.

This book may have occasional imperfections such as missing or blurred pages, poor pictures, errant marks, etc. that were either part of the original artifact, or were introduced by the scanning process. We believe this work is culturally important, and despite the imperfections, have elected to bring it back into print as part of our continuing commitment to the preservation of printed works worldwide. We appreciate your understanding of the imperfections in the preservation process, and hope you enjoy this valuable book.

THE INAUGURATION OF ERNEST FOX NICHOLS, D. Sc., LL. D., AS PRESIDENT OF DARTMOUTH COLLEGE

THE INAUGURATION OF PAUL SPENCER NICHOLAS D.S., LL.D., AS PRESIDENT OF DARTMOUTH COLLEGE

PROCEEDINGS OF THE INAUGURATION OF PRESIDENT NICHOLS

Ernest Fm. Nichols

THE INAUGURATION OF

ERNEST FOX NICHOLS

D. Sc., LL. D.

AS PRESIDENT OF

DARTMOUTH COLLEGE

OCTOBER 14, 1909

EDITED BY ERNEST MARTIN HOPKINS, SECRETARY OF THE COLLEGE. PRINTED UNDER THE SUPERVISION OF HOMER EATON KEYES, ASSISTANT PROFESSOR OF MODERN ART, AT THE RUMFORD PRESS, AND PUBLISHED AT HANOVER, NEW HAMPSHIRE, MCMIX

LD
1445
1909

0 338 B
X

cm

INTRODUCTION

On April 6, 1907, President Tucker forwarded to the trustees of Dartmouth College his letter of resignation and asked that it be accepted at the earliest possible time. However, at the insistent solicitation of the trustees, he consented in a later note, written May 11, to withhold this letter and to retain the presidency under the necessary limitations of his illness, until such time as the board could study the educational field and make intelligent choice of his successor.

On June 8, 1909, the trustees met in Concord and by unanimous vote elected Professor Ernest Fox Nichols, D. Sc., to be the tenth president of Dartmouth College. Dr. Nichols was at that time professor of experimental physics at Columbia University in the City of New York, and he had been formerly for five years, from 1898, professor of physics at Dartmouth. In his chosen field he had taken high rank and his work had received wide appreciation in this country and abroad, and meanwhile he had interested himself in administrative problems of education and had shown executive ability of distinctive sort. The announcement of his election was immediately made in the papers of June 9, and the news of the action of the trustees received cordial indorsement from the Dartmouth constituency and from the educational world at large.

It was agreed by the trustees and Dr. Nichols, after election had been made, that the President-elect should take up the active duties of the presidency immediately at the time which President Tucker had designated for his withdrawal from office,—July 15, the close of the fiscal year. It was further the opinion of the trustees that arrangements should be made for the formal induction into office of President-elect Nichols as early as should be practicable in the fall. To this end a committee was appointed to arrange for and have charge of the exercises of the inauguration, consisting of Frank S. Streeter, Esq., Chairman, Charles F. Mathewson, Esq., Mr. Henry H. Hilton, and the Reverend President Francis Brown. The Secretary of the College was made secretary of the committee.

The committee proceeded at once to take the matter in charge and to formulate plans. Formal meetings were held on Commencement Day, June 30, in Hanover, and at Concord, July 10. At all times, by informal meetings and by correspondence, the members of the committee were in close touch with each other.

It was decided to hold the inaugural on October 14. An earlier date probably would have been chosen but for the desire not to anticipate Harvard's like event, already announced for the week before. It was determined not to have the exercises extend beyond the limits of one day, and it was voted to invite the chairman of the alumni committee on funds for the new gymnasium, Mr. Edward K. Hall, '92, to arrange for the laying of the corner stone of the new building as an event of the exercises of inaugural day. After careful discussion the committee planned for the program of the day as it finally appeared.

The committee requested that Professor Craven Laycock consent to act as marshal of the day, and he was authorized to choose such assistants as might be needed by him The music necessary to the proceedings was put under the charge of the Musical Director of the College, Professor Charles H. Morse. Professor Homer E. Keyes was asked to take charge of the printing necessary for the occasion. It was voted that the Secretary of the College be *ex officio* a member of all committees which should be appointed.

The local arrangements were put into the hands of three associate committees, chosen from the faculty, and their cordial and efficient co-operation in all things was one of the most vital factors in making the details complete. Their organization was as follows:

ENTERTAINMENT COMMITTEE.

PROFESSOR CHARLES F. EMERSON, Chairman.
PROFESSOR HARRY E. BURTON. PROFESSOR JOHN H. GEROULD.

DINNER COMMITTEE.

PROFESSOR FRANK H. DIXON, Chairman.
PROFESSOR FRANK A. UPDYKE. PROFESSOR HOMER E. KEYES.

RECEPTION COMMITTEE.

PROFESSOR WILLIAM PATTEN, Chairman.
PROFESSOR GEORGE D. LORD. PROFESSOR CHARLES E. BOLSER.

Invitations to be represented at the inauguration were sent to each of the New England institutions of higher learning, to each of those on the approved list of the Carnegie Foundation, to the State universities, to the principal denominational colleges and universities, to the best known theological seminaries, to several of the leading preparatory schools, and to a few other educational institutions. Invitations were also sent to the alumni associations and clubs of the College in the various cities and states, to the senior class in the College, and to delegations from the other classes and the Associated Schools. A general invitation also was sent to the alumni and a large representation of these planned attendance, making arrangements to come and go on special sleeping cars in order to leave all the room in Hanover available for the entertainment of guests.

In arranging to extend courtesies the community was most kind, and everywhere the houses were opened and guests were received to the maximum capacity. The Inn likewise was crowded to its limit, as were Massachusetts and Richardson Halls, available through the courtesy of the students. The genuineness of the spirit of hospitality among the members of the faculty and the friends in the village made entertainment easy and the graciousness of the guests made all things delightful.

The morning of the inaugural was one of Hanover's perfect mornings. A clear sky, a bright sun, and a crisp air made the ideal fall day which had been so much desired. At an early hour the arrival of alumni and delegates from the trains in which they had slept and the stir of visitors about the streets gave the village an unwonted appearance, suggesting the events to come. At half past nine the peal of bells began to ring the call to Morning Prayers, which was the first of the exercises of the day. Professor John K. Lord presided, and the service was simple and dignified. The seating was so arranged that upon the emptying of the seats into the aisles, under the direction of the marshal and his assistants, the order was that desired for the various sections of the academic procession. There was therefore little delay in taking up the march to Webster Hall. The procession was led by the College band. Behind came the student representatives of the college and the Associated Schools, dressed in cap and gown, and acting as an escort for the line which followed,—the trustees with the speak-

ers and the recipients of honorary degrees, the delegates and guests, the faculty, the alumni. All except the alumni were in academic costume. The line of march was from the Chapel to the southwest corner of the Green, then sharp to the left to the corner opposite Bissell Hall, then to the left again, straight along the east side of the Green, into Webster Hall. Upon reaching this building the student escort stood in split ranks, and the procession entered marching between these.

Within, the College choir and orchestra were seated upon the platform in the apse; on the lower platform the trustees, speakers, and recipients of honorary degrees were seated upon the east side, and the President-elect and the faculty were upon the west side; in the middle of this platform rested a small one, upon which was the chair which became the President's place after his formal induction into office. The delegates were seated along the center aisle of the floor, and on each side of the delegates and behind them sat the seniors and student delegates. Beneath the galleries the alumni had their places, and in the galleries ladies of the college community and some of the guests had seats. The auditorium presented a brilliant and impressive spectacle with the display of colors, shown in the costumes of college officers and delegates, in the midst of the dignified black of the student garb. The exercises proceeded according to the order arranged, but especial mention should be made of the excellence of the music, prepared under the direction of Professor Morse and rendered by the College choir and orchestra.

The informal lunch in College Hall was attractively served, and afforded pleasant opportunity for an intermingling of guests and hosts. From the luncheon many went to visit the various buildings which it was their desire to see.

The exercises at the laying of the corner stone of the new gymnasium were as distinctive in their way as were those of the morning. The affair had been carefully arranged by the chairman of the committee on funds, Mr. Hall, and his painstaking oversight was evident at every point. Moreover the definite promise to Dartmouth men of the early realization of the vision, long held by a few, gave spontaneous enthusiasm which permeated all the proceedings, and while in songs and cheers the undergraduates expressed appreciation of that which was to be, the alumni joined with consciousness of the blessing which comes to those who give.

It was extremely gratifying that a day which had been so successful should be followed by an evening as illustrious. Under the supervision of an efficient committee the care of no detail concerning the dinner had been omitted. The menu was served with a skill and attractiveness which bespoke the expert supervision of Mr. Arthur P. Fairfield '00, the manager of the Inn and of the Dining Association. The great hall was never more attractive, and the presence of such a group of distinguished educators as was in attendance promised the treat to come in the speaking. The presiding officer, Mr. Mathewson, was in happiest vein and was extremely felicitous in his capacity as master of ceremonies. Those who spoke, in turn, entered into the spirit of the occasion with a heartiness and definiteness of thought which put much matter for reflection in the minds of those who heard, and which put the speaking on an academic plane meet to crown the addresses of the day.

Thus came to an end the proceedings of the day, a glad celebration of vital import to the College, to which the number and academic rank of guests, the happy participation of the greatly loved retiring president, and the evident promise of the new administration were the greatest of contributing causes

---

DELEGATES AND GUESTS IN ATTENDANCE AT THE INAUGURAL.

His Excellency the Right Honorable James Bryce, LL. D., Ambassador from Great Britain to the United States.

His Excellency Henry Brewer Quinby, LL. D., Governor of New Hampshire.

The Governor's Staff.

The Councillors of the State.

Members of the Supreme Court of the State.

HARVARD UNIVERSITY.

Charles W. Eliot, LL. D., President Emeritus.

A. Lawrence Lowell, LL. D., President.

Wallace C. Sabine, S. D., Dean of the Graduate School of Applied Science.

Jerome D. Greene, A. B., Secretary to the Corporation.

YALE UNIVERSITY.

ARTHUR T. HADLEY, LL. D, President.
HENRY A. BUMSTEAD, PH. D., Professor of Physics.

UNIVERSITY OF PENNSYLVANIA.

JOSIAH H. PENNIMAN, LL D., Professor of English Literature.

PRINCETON UNIVERSITY.

WOODROW WILSON, LL. D., President.
WILLIAM F. MAGIE, PH. D., Professor of Physics.
AUGUSTUS TROWBRIDGE, PH. D., Professor of Physics.
OWEN W. RICHARDSON, D. Sc., Professor of Physics.

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.

HENRY S. PRITCHETT, LL. D., President.

WASHINGTON AND LEE UNIVERSITY.

GEORGE H. DENNY, LL D, President.

COLUMBIA UNIVERSITY.

NICHOLAS MURRAY BUTLER, LL. D., President.
WILLIAM HALLOCK, PH. D., Professor of Physics.
JAMES F. KEMP, SC. D., Professor of Geology.
ALBERT P. WILLS, PH. D, Professor of Mathematical Physics.
GARY N CALKINS, PH. D, Professor of Proto-Zoology.
BERGEN DAVIS, PH. D., Adjunct Professor of Physics.
GEORGE B. PEGRAM, PH. D., Adjunct Professor of Physics.
HERSCHEL C PARKER, PH. B., Adjunct Professor of Physics.
FREDERICK S. LEE, PH. D., Professor of Physiology
FREDERICK P. KEPPEL, A. B., Secretary of the University.

BROWN UNIVERSITY.

WILLIAM H. P. FAUNCE, LL. D., President.
CARL BARUS, LL. D., Hazard Professor of Physics.

RUTGERS COLLEGE.

WILLIAM H. S. DEMAREST, D. D., President.

PHILLIPS ACADEMY, ANDOVER.

ALFRED E. STEARNS, A. M., Principal.

PHILLIPS ACADEMY, EXETER.

HARLAN P. AMEN, A. M., Principal.

DICKINSON COLLEGE.

GEORGE E. REED, LL. D., President.

UNIVERSITY OF PITTSBURGH.

SAMUEL B. MCCORMICK, LL. D, Chancellor.

FRANKLIN AND MARSHALL COLLEGE.

JEFFERSON E. KIRSHNER, PH. D., Professor of Mathematics and Physics.

GEORGETOWN UNIVERSITY AND ST. LOUIS UNIVERSITY.

HENRY J. SHANDELLE, S. J., Dean of Georgetown University.

UNIVERSITY OF VERMONT.

MATTHEW H. BUCKHAM, LL. D., President.
SAMUEL F. EMERSON, PH. D., Professor of History.

WILLIAMS COLLEGE.

HARRY A. GARFIELD, LL. D., President.
FREDERICK C. FERRY, PH. D, Dean and Professor of Mathematics.

BOWDOIN COLLEGE.

WILLIAM D. HYDE, LL. D., President.
CHARLES C. HUTCHINS, A M, Professor of Physics.

UNION UNIVERSITY.

CHARLES A. RICHMOND, D. D., President

MIDDLEBURY COLLEGE.

JOHN M. THOMAS, D. D., President.
WALTER E. HOWARD, LL. D., Dean of the College.

KIMBALL UNION ACADEMY.

CHARLES A. TRACY, B. L., Principal

BANGOR THEOLOGICAL SEMINARY.

DAVID N. BEACH, D. D., President.

NORWICH UNIVERSITY.

HERBERT R. ROBERTS, D. C. L., Dean.

COLGATE UNIVERSITY.

WILLIAM H. CRAWSHAW, LITT. D., Dean and Professor of English Literature.

MELBOURNE S. READ, PH. D., Professor of Philosophy.

WILLIAM M. WEST, Treasurer.

COLBY COLLEGE.

ARTHUR J. ROBERTS, A. M., President.

MCGILL UNIVERSITY.

CHARLES W. COLBY, PH. D., Professor of History.

AMHERST COLLEGE.

GEORGE HARRIS, LL. D., President.

ARTHUR L. KIMBALL, PH. D., Professor of Physics.

GEORGE A. PLIMPTON, President of the Corporation.

HOBART COLLEGE.

ARTHUR A. BACON, A. M., Professor of Physics.

TRINITY COLLEGE.

GUSTAV A. KLEENE, PH. D., Professor of Economics.

KENYON COLLEGE.

WILLIAM F. PEIRCE, D. D., President.

NEWTON THEOLOGICAL INSTITUTION.

GEORGE E. HORR, D. D., President.

WESTERN RESERVE UNIVERSITY.

STANLEY L. GALPIN, PH. D., Associate Professor of Romance Languages in Amherst College.

UNIVERSITY OF TORONTO.

R. RAMSAY WRIGHT, LL. D., Vice-President and Professor of Biology.

NEW YORK UNIVERSITY.

JOHN H. MACCRACKEN, PH. D., Syndic.

WESLEYAN UNIVERSITY.

WILLIAM A. SHANKLIN, LL. D., President.

CALEB T. WINCHESTER, L. H. D., Professor of English Literature.

LAFAYETTE COLLEGE.

ETHELBERT D. WARFIELD, LL. D., President.

HAVERFORD COLLEGE.

ALBERT S. BOLLES, LL. D , Lecturer on Commercial Law and Banking.

OBERLIN COLLEGE.

CHARLES B. MARTIN, Professor of Archæology and Art.

HARTFORD THEOLOGICAL SEMINARY.

MELANCTHON W. JACOBUS, D. D., Dean and Professor of New Testament Criticism.

WORCESTER ACADEMY.

DANIEL W. ABERCROMBIE, LL. D., Principal.

UNION THEOLOGICAL SEMINARY.

FRANCIS BROWN, LL. D., President.

UNIVERSITY OF MICHIGAN.

JAMES BURRILL ANGELL, LL. D., Ex-President.

MOUNT HOLYOKE COLLEGE.

MARY E. WOOLLEY, LITT. D , President.
MARY G. WILLIAMS, Professor of Greek.

QUEEN'S UNIVERSITY.

ARTHUR L. CLARK, PH. D., Professor of Physics.

OHIO WESLEYAN UNIVERSITY.

SAMUEL L. BEILER, D. D., Dean of the Boston University Theological School.

HOLY CROSS COLLEGE.

PETER J. MCLOUGHLIN, LL. M., Professor of Jurisprudence.

OLIVET COLLEGE.

ELLSWORTH G. LANCASTER, LL. D., President.

UNITED STATES NAVAL ACADEMY.

HENRY F. BRYAN, Commander in the United States Navy and head of the department of Modern Languages.

NEW HAMPSHIRE DEPARTMENT OF PUBLIC INSTRUCTION.

HENRY C. MORRISON, SC. M., Superintendent of Public Instruction.

BUCKNELL UNIVERSITY.

JOHN H. HARRIS, LL. D, President

BELOIT COLLEGE.

ABRAM R. TYLER, Professor of Music.

IOWA COLLEGE.

FRANK F. ALMY, Professor of Physics in Columbia University.

COLLEGE OF THE CITY OF NEW YORK.

JOHN H. FINLEY, LL. D, President.
LEE KOHNS, B. S., Trustee.

STATE UNIVERSITY OF IOWA.

GEORGE E. MACLEAN, LL. D., President.

UNIVERSITY OF WISCONSIN.

CHARLES R. VAN HISE, LL. D, President.

UNIVERSITY OF ROCHESTER.

RUSH RHEES, LL. D., President.

NORTHWESTERN UNIVERSITY.

PHILIP FOX, M. S., Professor of Physics.

TUFTS COLLEGE.

FRANK G. WREN, A. M., Dean.
EDWIN GINN, LITT. D.

POLYTECHNIC INSTITUTE OF BROOKLYN.

FRED W. ATKINSON, PH. D, President.

PENNSYLVANIA STATE COLLEGE.

EDWIN E. SPARKS, LL. D., President.

CHICAGO THEOLOGICAL SEMINARY.

OZORA S. DAVIS, D. D., President.

ST. PAUL'S SCHOOL.

HENRY FERGUSON, LL. D., Rector.

VASSAR COLLEGE.

CLARK W. CHAMBERLAIN, A. B, Professor of Physics.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

RICHARD C. MACLAURIN, SC. D., President.
DWIGHT PORTER, PH. D., Professor of Hydraulic Engineering

UNIVERSITY OF SOUTH DAKOTA.

FRANKLIN B. GAULT, PH. D., President.

BOSTON COLLEGE.

THOMAS I. GASSON, S. J., President.

MASSACHUSETTS AGRICULTURAL COLLEGE.

KENYON L. BUTTERFIELD, A. M., President.
FRANK A WAUGH, M. S., Professor of Horticulture.

BATES COLLEGE.

GEORGE C. CHASE, LL. D., President.

UNIVERSITY OF KANSAS.

FRANK STRONG, PH. D., Chancellor.

CORNELL UNIVERSITY.

JACOB GOULD SCHURMAN, LL. D., President
EDWARD L. NICHOLS, PH. D., Professor of Physics
CHARLES H. THURBER, PH. D

UNIVERSITY OF MAINE.

JAMES N. HART, SC. D., Dean.

WORCESTER POLYTECHNIC INSTITUTE.

EDMUND A. ENGLER, LL. D , President.
LEVI L. CONANT, PH. D., Professor of Mathematics.

LEHIGH UNIVERSITY.

NATT M. EMERY, A. M., Assistant to the President, and Registrar.

NEW HAMPSHIRE STATE COLLEGE.

WILLIAM D. GIBBS, D. Sc , President.
CHARLES H. PATTEE, C. E., Dean, and Professor of Mathematics.

HOWARD UNIVERSITY.

WILBUR P. THIRKIELD, LL. D., President.

EPISCOPAL THEOLOGICAL SCHOOL.

GEORGE HODGES, D. D , Dean

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

Hollis B. Frissell, LL. D., Principal.

BOSTON UNIVERSITY.

William E. Huntington, LL. D., President.

STEVENS INSTITUTE OF TECHNOLOGY.

Alexander C. Humphreys, LL. D., President.
George V. Wendell, Ph. D., Professor of Physics.

SMITH COLLEGE.

Lawrence C. Seelye, LL. D., President.
Charles D. Hazen, Ph. D., Professor of History.

STATE NORMAL SCHOOL.

James E. Klock, Pd. D., Principal.

DRURY COLLEGE.

Francis K. Ball, Ph. D., Instructor in Greek at Phillips Exeter Academy.

COLORADO COLLEGE.

William F. Slocum, LL. D., President.

WELLESLEY COLLEGE.

Sarah F. Whiting, Sc. D., Professor of Physics.

JOHNS HOPKINS UNIVERSITY.

Ira Remsen, D. C. L., President.

UNIVERSITY OF COLORADO.

James H. Baker, LL. D., President.

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE.

Booker T. Washington, LL. D., Principal.

CLARK UNIVERSITY.

Arthur G. Webster, LL. D., Professor of Physics.

RHODE ISLAND STATE COLLEGE.

Howard Edwards, LL. D., President.

UNIVERSITY OF CHICAGO.

Edwin B. Frost, A M., Director of the Yerkes Observatory.

UNIVERSITY OF OKLAHOMA.

ARTHUR G. EVANS, D. D., President.

ST. ANSELM'S COLLEGE.

JOSEPH JOOS, M. A., Professor of Science.

RADCLIFFE COLLEGE.

LEBARON R. BRIGGS, LL. D , President.

UNIVERSITY OF MONTANA.

CLYDE AUGUSTUS DUNIWAY, PH. D., President.

SIMMONS COLLEGE.

JAMES F. NORRIS, PH. D., Professor of Chemistry.

CLARK COLLEGE.

EDMUND C. SANFORD, PH. D., President.

THE DROPSIE COLLEGE FOR HEBREW AND COGNATE LEARNING.

CYRUS ADLER, PH. D., President.

DELEGATES FROM DARTMOUTH ALUMNI ASSOCIATIONS AND CLUBS.

THE GENERAL ASSOCIATION.

HONORABLE HORACE RUSSELL, '65.

THE BOSTON ASSOCIATION.

REV. FRANCIS E. CLARK, '73.

NEW YORK ASSOCIATION.

MR. LUTHER B. LITTLE, '82.

WASHINGTON ASSOCIATION.

MR. HENRY P. BLAIR, '89

CHICAGO ASSOCIATION.

REV. OZORA S. DAVIS, '89.

MANCHESTER (N. H.) ASSOCIATION.

MR. HENRY N. HURD, '94.

CONCORD (N. H.) ASSOCIATION.

MR. JOHN P. GEORGE, '78.

WESTERN MASSACHUSETTS ASSOCIATION.

Mr. C. Henry Hathaway, '07.

VERMONT ASSOCIATION.

Dr. Charles S. Caverly, '78.

"THE GREAT DIVIDE" ASSOCIATION.

Mr. Myron E. Witham, '04.

"OF THE PLAIN" ASSOCIATION.

Mr. Henry W. Pierpont, '03.

CONNECTICUT ASSOCIATION.

Mr. Lucius R. Hazen, '70.

SOUTHERN CALIFORNIA ASSOCIATION.

President George A. Gates, '73.

PHILADELPHIA ASSOCIATION.

Rt. Rev. Ethelbert Talbot, '70.

MEDICAL SCHOOL ASSOCIATION.

Dr. Arthur L. Wallace, '00, Med. '03.

THAYER SOCIETY OF ENGINEERS.

Mr. Amasa B. Clark, '89.

DARTMOUTH CLUB OF BOSTON.

Mr. George W. Estabrook, '61.

DARTMOUTH CLUB OF THE CITY OF NEW YORK.

Mr. Edwin J. Morrison, '90.

DARTMOUTH CLUB OF WORCESTER.

Mr. Dana M. Dustan, '80.

DARTMOUTH CLUB OF WESTERN PENNSYLVANIA.

Mr. James H. Conlon, '97.

RHODE ISLAND ASSOCIATION

Mr. Nathan W. Littlefield, '69.

DARTMOUTH CLUB OF NORTHERN OHIO.

Mr Willard G. Aborn, '93.

DARTMOUTH LUNCH CLUB OF SPRINGFIELD.

Mr. J. Frank Drake, '02.

DARTMOUTH CLUB OF OAK PARK (ILLINOIS).

Mr. Morton Hull, '09

DARTMOUTH CLUB OF LAWRENCE (MASS.).

Mr. John C. Sanborn, '91.

THE INAUGURATION OF

ERNEST FOX NICHOLS, D. Sc., LL. D.

AS

PRESIDENT OF DARTMOUTH COLLEGE

Order of the Exercises

I MORNING PRAYERS IN ROLLINS CHAPEL

9.30 A. M.

In charge of Professor John King Lord, Ph. D., LL. D.
Daniel Webster Professor of the Latin Language and Literature

ANTHEM

Sanctus in A . . . . . *Gounod*
The College Choir and College Orchestra

SCRIPTURE LESSON

Selections from the Eighty-ninth Psalm

HYMN

"Come O Creator, Spirit Blest"

PRAYER

Closing with the Lord's Prayer

II THE INAUGURATION IN WEBSTER HALL

10.15 A. M.

ANTHEM

"Gloria in Excelsis" . . . . . *Gounod*
The College Choir and College Orchestra

INVOCATION

The Reverend Francis Brown, D. D., Litt. D. (Oxon.), of the Board of Trustees, President of Union Theological Seminary

THE INDUCTION AND PRESENTATION OF THE CHARTER

Frank Sherwin Streeter, Esq., A. M., in behalf of the Trustees of Dartmouth College

THE ACCEPTANCE

The President of the College

WELCOME TO "THE WHEELOCK SUCCESSION"

Ex-President William Jewett Tucker, D. D., LL. D.

RESPONSE

The President of the College

RECITAL OF NAMES OF DELEGATES AND GUESTS IN ATTENDANCE

Professor Thomas Wilson Dorr Worthen, A. M., Cheney Professor of Mathematics

SINGING OF MILTON'S PARAPHRASE OF PSALM CXXXVI.

Tune: "Nuremberg"

SPEECHES OF CONGRATULATION

In behalf of the English Founders and Benefactors

His Excellency The Right Honorable James Bryce, D. C. L., LL. D., Ambassador to the United States from Great Britain

In behalf of the State of New Hampshire

His Excellency Henry Brewer Quinby, A. M., LL. D., Governor of New Hampshire

In behalf of the Delegates

President Nicholas Murray Butler, LL. D., Litt. D. (Oxon.), of Columbia University

In behalf of the Faculty

Professor Charles Darwin Adams, Ph. D., Lawrence Professor of the Greek Language and Literature

In behalf of the Alumni

The Honorable Horace Russell, LL. D., of New York City, President of the General Alumni Association

In behalf of the Undergraduates

Mr. Clarke Walworth Tobin, President of the Class of 1910

THE PRESIDENT'S INAUGURAL ADDRESS

HYMN

"For the Strength of the Hills We Bless Thee"

Arranged from Mrs. Heman:
Music by Gerrit Smith
The College Choir and College Orchestra

THE CONFERRING OF DEGREES

The recipients of honorary degrees were presented by Professor Charles Francis Richardson, Ph. D., Winckley Professor of the English Language and Literature

Doctor of Divinity

Ozora Stearns Davis, President of Chicago Theological Seminary (1854)

John Martin Thomas, President of Middlebury College (1800)

Doctor of Science

Richard Cockburn Maclaurin, President of the Massachusetts Institute of Technology (1861)

Doctor of Laws

Jacob Gould Schurman, President of Cornell University (1868)

Charles Richard Van Hise, President of the University of Wisconsin (1848)

John Huston Finley, President of the College of the City of New York (1847)

William DeWitt Hyde, President of Bowdoin College (1794)

Matthew Henry Buckham, President of the University of Vermont (1791)

William Herbert Perry Faunce, President of Brown University (1764)

Nicholas Murray Butler, President of Columbia University (1754)

Woodrow Wilson, President of Princeton University (1746)

Arthur Twining Hadley, President of Yale University (1701)

Abbott Lawrence Lowell, President of Harvard University (1636)

Charles William Eliot, President Emeritus of Harvard University

James Burrill Angell, Ex-President of Michigan University

His Excellency Henry Brewer Quinby, Governor of New Hampshire

William Jewett Tucker, Ex-President of Dartmouth College

SINGING

"Men of Dartmouth"

Words by Richard Hovey '85
Music by Harry R. Wellman '07

The College Choir, College Orchestra and Students

BENEDICTION

By the Right Reverend Ethelbert Talbot, D. D., LL. D., of Pennsylvania, Bishop of Bethlehem

III INFORMAL LUNCHEON AT COLLEGE HALL

12.45 P. M.

IV INSPECTION OF COLLEGE BUILDINGS

2.30 P. M.

V EXERCISES AT THE LAYING OF THE CORNER STONE OF THE GYMNASIUM

4.00 P. M.

The student body and alumni formed in procession at College Hall, thence marching to the Gymnasium site, where had gathered many of the delegates and guests

Singing by the Student-Body

Introductory Words by the Presiding Officer

Edward Kimball Hall, Esq., A. B., LL. B.

Address by Professor Edwin Julius Bartlett, A. M., M. D.

New Hampshire Professor of Chemistry

Retrospect of the Gymnasium Movement

Professor John William Bowler, M. D.
Professor of Hygiene and Director of the Gymnasium

Singing by the Student-Body

Laying of the Corner Stone

By President Ernest Fox Nichols, D. Sc., LL. D.

Singing by the Student-Body

VI DINNER TO DISTINGUISHED GUESTS, GIVEN AT COLLEGE HALL BY THE TRUSTEES

7.30 P. M.

Presiding Officer

Charles Frederick Mathewson, Esq., A. M., LL. B., of the Board of Trustees

Speakers

His Excellency, The Governor of the State
His Excellency, The British Ambassador
President Lowell of Harvard
Ex-President Angell of Michigan
President Schurman of Cornell
President Hyde of Bowdoin
President Wilson of Princeton
President-Emeritus Eliot of Harvard

MORNING PRAYERS IN ROLLINS CHAPEL

The exercises of the day were opened in the morning at 9.30 o'clock with prayers in Rollins Chapel. Professor John King Lord, Ph. D., LL. D., Daniel Webster Professor of the Latin Language and Literature, presided. Graduating from Dartmouth College with the Class of 1868, Professor Lord has served the institution with unfailing ability and devotion,—as teacher since 1869, as acting president in times of need since 1892. It is singularly appropriate that he should have had charge of the simple yet impressive ceremony marking the close of one great era and the beginning of another.

The program was as follows:

ANTHEM—Sanctus in A . . . . . *Gounod*

The College Choir and College Orchestra

SCRIPTURE LESSON

Selections from the Eighty-ninth Psalm

HYMN

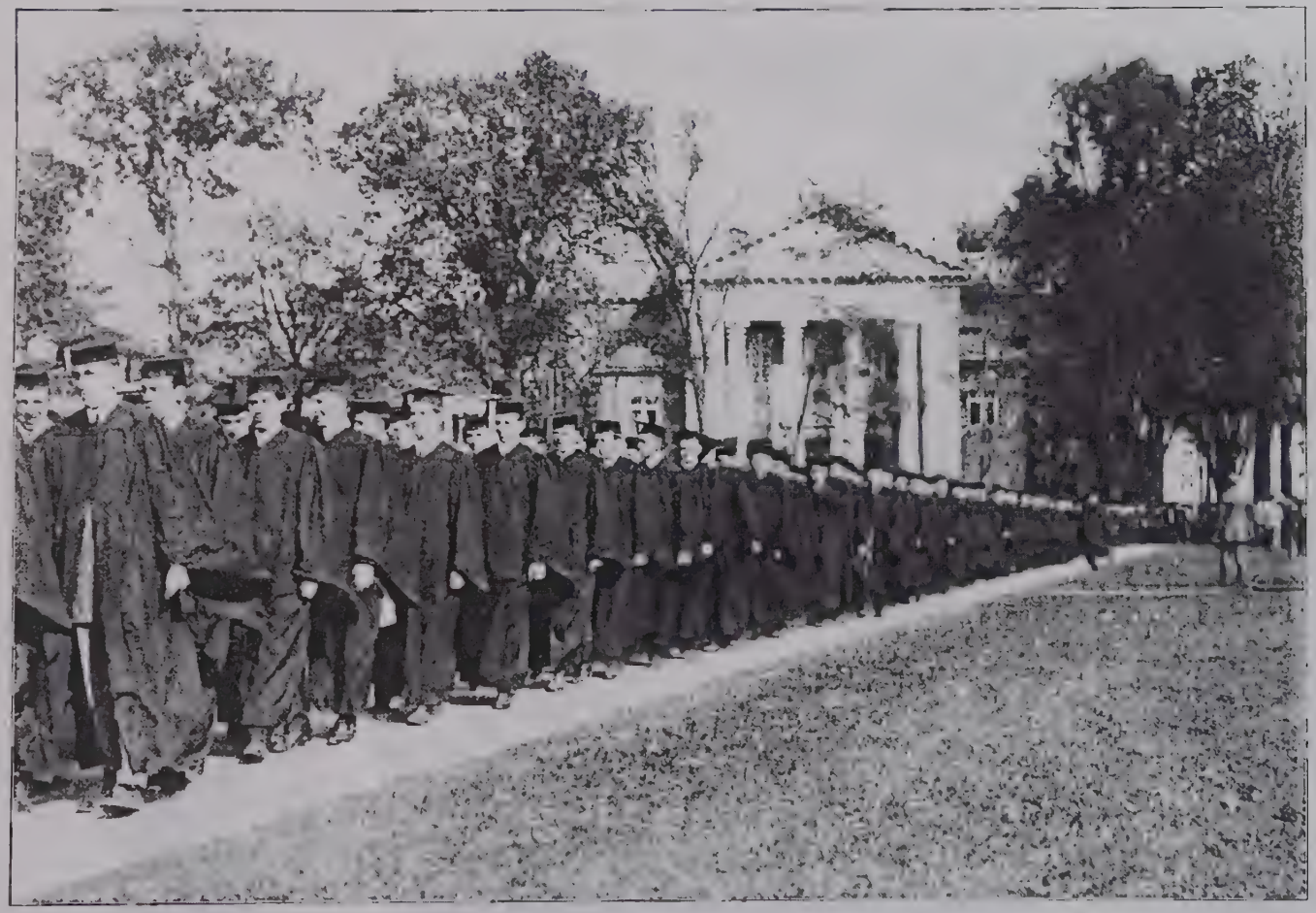
"Come O Creator, Spirit Blest"

PRAYER—Concluding with the Lord's Prayer

At the conclusion of the Chapel service, the delegates and invited guests, together with the trustees, officers, faculty and alumni of the College formed in academic procession, under escort of the senior class. Led by the marshal, they marched diagonally to the southwest corner of the campus: then turning sharply to east and north proceeded to Webster Hall. Here were held the inauguration exercises.

Courtesy of the Boston Herald

FRONT OF THE ACADEMIC PROCESSION



THE INAUGURATION IN WEBSTER HALL

INVOCATION

The invocation, by the Reverend Francis Brown, D. D., Litt. D. (Oxon.), of the Board of Trustees, President of Union Theological Seminary, was as follows:

O God, most wise, most kind, most mighty, who hast watched over this College from the beginning until now; receive our thanks for all the blessings of the past years upon it and especially for the good and faithful men who have honoured Thee by patient service in it and for it. We thank Thee for the faith and devotion of its founders; we thank Thee for wise counsellors and brave defenders; we thank Thee for generous benefactors; we thank Thee for quiet lives of teachers and exemplars, and for earnest minds trained here to render service to Thee and to the State. We thank Thee for streams of influence and power flowing out from this place to the ends of the world.

We bless Thy Name for the work of Thy servant who has in these late years presided over the College and pray for his continued peace and joy in a life made rich by affection from the many who love him, and by the faith of the multitudes who trust him, and by the manly achievements of those who have been inspired by him, with Thy service and companionship as the crown of his rejoicing forevermore. We invoke Thy presence and Thy benediction as we set apart one to whom like responsibilities are intrusted. Let Thy grace be given in full measure to him; dwell in his mind and in his

heart; maintain him in health of body to carry the burden of exacting duty; unite him with all those who are here as the servants of truth and the formers of men, in the accomplishment of great purposes. Grant him a long and serviceable life, having the sunshine of Thy presence to the end of it and entrance in hope at last to the larger life beyond.

May the College prosper under his guidance and its students learn the lessons of wisdom and of manhood, of obligation and brotherhood and helpfulness. May the commonwealth be enriched by its activities and Thy Kingdom be advanced through it in all the days to come. Let Thy blessing rest upon these exercises, and upon all who have come up here to share in them, and upon the institutions from which they come, and may the result of all our education be the establishment at length in the earth of Thine everlasting Kingdom of righteousness and truth and love.

We ask it in the name of Jesus Christ. Amen.

THE INDUCTION AND PRESENTATION OF THE CHARTER

Following the invocation, Frank Sherwin Streeter, Esq., A. M., in behalf of the Trustees of Dartmouth College, arose and addressing the assembly, said:

Honorable delegates, gentlemen of the board of trustees, gentlemen of the faculty, the alumni, the undergraduates, friends of the College, ladies and gentlemen: A change of leadership is an important event in the history of any college. With rejoicing for her past and with firm confidence in her future, Dartmouth takes that step today.

On the 6th day of April, 1907, after nearly fifteen years of service, President William Jewett Tucker, because of impaired health, requested an early acceptance of his resignation. At the earnest solicitation of the trustees, however, he consented to remain in office for a time in order that the board might have opportunity for deliberate consideration in choosing a successor who should most clearly and fully meet the requirements of the College and its traditions.

On the 8th day of June, 1909, the trustees with enthusiastic unanimity elected Ernest Fox Nichols to be the tenth president of Dartmouth College and voted that the induction of the President-elect should take place on the 14th day of October, 1909.

For that service we are now assembled.

Then addressing the President-elect, who stood before him, he continued:

Ernest Fox Nichols, you assume the presidency of this historic College at a time when the responsibilities of that position are sharply emphasized. Serious problems today confront the administrators of all American colleges. Questions of educational policy and administration once regarded as settled are now reopened and earnestly debated by men of the highest authority in the educational world. The administrators of Dartmouth must deal with these problems and, under your direction, we believe that they will be rightly solved.

In the evolution of recent years, the thousands of loyal sons of the College have been brought into direct relations with its administration. Five of the trustees are taken from them, and the administration of the College in the last fifteen years has been greatly furthered

by the affectionate devotion of her alumni. They have been an inspiration to your predecessor in his great work of up-building. They will not fail you in your work of conserving, intensifying and enriching.

More than a decade ago you allied yourself to Dartmouth and became her son by adoption. You entered into her fellowship and your loyal devotion to the College and to the maintenance of her traditions made you one with us. You are now coming back to your old home, and the entire family unite in hearty welcome to you as the head of the household.

That you bring the experience of the teacher, the severe training of the investigator, the enthusiasm of the scholar, united in rare degree with the broadest human sympathy, inspires belief in your eminent fitness for the administrative work of the College. That you come to the presidency a young man gives promise of long activity and accomplishment.

To you this high office is entrusted with confidence that under your leadership the educational and administrative policies of the College will keep pace with the most modern and progressive educational ideals.

Under this liberal charter, Dartmouth College has carried on its work for one hundred and forty years. Drawn in an age of ecclesiasticism, it is marked by an avoidance of all sectarian restrictions. Vesting the government of the College in twelve trustees, it in terms provides that at least seven shall be laymen. It is a charter of freedom and privilege, rather than of prohibition and restraint.

And now, by virtue of the authority vested in me by the trustees of Dartmouth College, I deliver to your keeping this ancient parchment. I induct you, Ernest

Fox Nichols, into the presidency of the College and with it I give to you all the privileges, immunities and honors pertaining to this position.

THE ACCEPTANCE

The President of the College, in accepting the charter, replied:

SIR: By your declaration and by the presentation of this charter, I realize to the full that a time-honored and very sacred trust has passed into my hands. I accept it humbly and pray that God may grant me strength, wisdom, courage, to discharge the grave duties of my office honorably and well.

WELCOME TO "THE WHEELOCK SUCCESSION"

Having been thus formally invested with his new authority, President Nichols received his first greeting from Ex-President Tucker, who in welcoming him into the "Wheelock Succession" said:

PRESIDENT NICHOLS, I am permitted by the courtesy of the trustees to introduce you at this point to a somewhat peculiar, because personal, succession, into which each president of the College enters upon his induction into office. The charter of Dartmouth, unlike that of any college of its time so far as I know, was written in personal terms. It recognizes throughout the agency of one man in the events leading up to and including the founding of the College. And in acknowledgment of this unique fact it conferred upon this man—founder and first president—some rather unusual powers, among which was the power to appoint his immediate successor. Of course this power of appointment ceased with its first use, but the idea of a succession in honor

of the founder, suggested by the charter, was perpetuated; so that it has come about that the presidents of Dartmouth are known at least to themselves as also the successors of Wheelock, a distinction which I am quite sure that you will appreciate more and more. For Eleazar Wheelock was the type of the man, the impulse of whose life runs on in men, creating as it goes a natural succession: a man whose power of initiative is evidenced by the fact that at sixty he was able to found this College in the wilderness: a scholar by the best standards of his time, the first Berkeley Fellow at Yale: broad and courageous in his mental sympathies, a leader in the progressive movements of his age: and of so high and commanding a devotion of purpose that it brought him to an accomplished end. I do not know in just what ways the impulse of this man's life entered into the life of my predecessors. To me it has been a constant challenge. Whenever I have grown dull of heart as well as of mind, tempted to shirk work or to evade duty, I have found it a most healthful exercise to go over to this man's grave, and read his epitaph—

"By the Gospel He Subdued the Ferocity of the Savage,
And to the Civilized He Opened New Paths of Science.
Traveller,
Go, if You Can, and Deserve
The Sublime Reward of Such Merit."

Dartmouth, as you know, has been singularly fortunate in the return into its own life of the fame and service of some of her greater sons, singularly fortunate also in the abounding and unflinching loyalty of all of her sons; but I believe that the greatest possession of the College has been and is still the spirit of Eleazar

Wheelock in so far as it has been transmitted through his successors. I think therefore that the term "The Successors of Wheelock" is worthy of public, if not of official recognition. Unwittingly Wheelock himself originated the expression in the very thoughtful provision which he tried to make for those of us who were to come after him. "To my successors," he says in one of the last clauses of his will, not to the trustees nor to the College, but "to my successors in the presidency I give and bequeath my chariot which was given me by my honored friend, John Thornton, Esquire, of London: I also give to my successors my house clock which was a donation made me by my much honored patrons, the Honorable Trust in London."

It is no matter of surprise, as we recall the utter indifference of each generation to those things of its daily handling which are likely to become historic, that these perquisites of the succession have long since disappeared. But happily the intention of Wheelock was caught and held in permanent shape. When John Wentworth, governor of the Province of New Hampshire, returned from the first commencement, he sent back, possibly as a reminder of a deficiency on that occasion, a silver punch bowl bearing this inscription—

"His Excellency John Wentworth, Esquire, Governor of the Province of New Hampshire, and those friends who accompanied him to Dartmouth the first Commencement in 1771, in testimony of their gratitude and good wishes, present this to the Reverend Eleazar Wheelock, D. D., and to his successors in that office."

This bowl, which, as I now produce it, seems so inadequate to the draughts of that time, for this very reason serves us the better as a kind of loving cup.

In the spirit of the original gift, but after the fashion of the later use, I now transfer it to you with the good will of the long succession, and in the personal hope that it may be many, many years before you will have the opportunity to transfer it to your successor.

RESPONSE OF THE PRESIDENT

President Nichols responded as follows:

Dr. Tucker, through the years which may be given me to serve this college worthily, I shall guard and cherish this symbol of the Wheelock Succession for the mighty hands through which it has passed, hands which have held high the sacred torch of knowledge to light the homes, the work shops, the streets of the world, that none should grope in darkness, nor lose his way, nor run into any kind of danger because of mental or moral ignorance. I shall cherish this symbol of the Wheelock Succession the more, sir, because it has come into my hands from you, whom I have known and loved as my chieftain.

RECITAL OF NAMES OF DELEGATES AND GUESTS IN ATTENDANCE

Following this response, Professor Thomas Wilson Dorr Worthen, A. M., Cheney Professor of Mathematics, recited the names of delegates and guests in attendance.

SINGING OF MILTON'S PARAPHRASE OF PSALM CXXXVI

The audience now rose and joined in singing Milton's noble hymn, the paraphrase of Psalm Cxxxvi, to the tune of "Nuremberg":

Let us with a gladsome mind
Praise the Lord, for He is kind;
For His mercies aye endure,
Ever faithful, ever sure.

Let us blaze His name abroad,
For of Gods He is the God;
For His mercies aye endure,
Ever faithful, ever sure.

He with all commanding might
Filled the new-made world with light;
For His mercies aye endure,
Ever faithful, ever sure.

He His chosen race did bless
In the wasteful wilderness;
For His mercies aye endure,
Ever faithful, ever sure

Let us therefore chorus forth
His high majesty and worth;
For His mercies aye endure,
Ever faithful, ever sure.

All things living He doth feed,
His full hand supplies their need;
For His mercies aye endure,
Ever faithful, ever sure.

SPEECHES OF CONGRATULATION

After the singing the marshal called upon the following speakers, delegated to express congratulations:

In behalf of the English Founders and Benefactors

His Excellency The Right Honorable JAMES BRYCE, D. C. L., LL. D., Ambassador to the United States from Great Britain

In behalf of the State of New Hampshire

His Excellency Henry Brewer Quinby, A. M., LL. D., Governor of New Hampshire

In behalf of the Delegates

President Nicholas Murray Butler, LL. D., Litt. D. (Oxon.), of Columbia University

In behalf of the Faculty

Professor Charles Darwin Adams, Ph. D., Lawrence Professor of the Greek Language and Literature

In behalf of the Alumni

The Honorable Horace Russell, LL. D., of New York City, President of the General Alumni Association

In behalf of the Undergraduates

Mr. Clarke Walworth Tobin, President of the Class of 1910

Their addresses are here given in the order of delivery:

ADDRESS BY AMBASSADOR BRYCE

Mr. President, gentlemen of the board of trustees, members of the faculty, alumni, graduates and undergraduates of Dartmouth College: It is a great honor and pleasure to me to be permitted to tender you, Dr. Nichols, hearty congratulations upon your accession to this office, so full of great opportunities for the service

of God and man. I do so, in the first place, Dr. Nichols, on behalf of the younger graduates of Dartmouth, a body of whom I happen to know something, being myself a member of the Class of 1904. (Laughter.)

But I especially come to tender you congratulations on behalf of the representatives, heirs and successors of those English founders and benefactors whose good thoughts and wishes bore a large part in the founding of your College, and took that part because they were impressed by and appreciated the admirable spirit which the first of your predecessors brought to the advancement of education and of this College.

If their venerable shades could be near us today and could look down from that blue sky above our heads, how they would rejoice to think to what their foundation has grown, and how lovingly they would linger over the many years of splendid service which Dartmouth College has given to the world.

The foundation of this College was one of the last good deeds done by English friends of the American colonies before there arose the unhappy misunderstandings which for a time interposed clouds of suspicion between the people of the old land and the people of the new. In the process of time those clouds have happily rolled away, and the older and the sweeter memories have again become clearer and stand out brighter to us, as a mountain peak stands out after the mists have been driven by the sun from its sides; and we can now better realize that continuity of life which belongs to both branches of the stock. We realize how much of our life has flowed out to these new lands and into what new fórms it has grown; and you realize how much of your life has sprung from the old land and by how many ties

of language and tradition you are bound to that old land from which your forefathers came and from which it is only your political fortunes that have now become separated. It is a joy to us to think of this continuity of intellectual life, that the underlying community of aim and purpose, community of character and belief, exist among both branches of the old stock and draws us ever nearer together in spirit and feeling, even although it is by different means and in different continents that our work is to be done.

Thus we welcome every opportunity of testifying to the interest that we in England feel in what you are doing and the hope with which we follow the efforts you are making—and making on a far grander scale than is possible in any European country today, because you have a continent for your field. We welcome, also, those forms of connection which have grown up of late years, such as the more frequent interchange of university teachers going hither and thither; such as the presence in Oxford—if I may particularly mention in this connection my own university—of young men from the American colleges and universities, who bring to us a knowledge of your life and character, and who carry back from us to you some knowledge of what people are doing and thinking in old England. The foundation of the Rhodes scholarships has been an exceedingly valuable link between the younger men of both countries; and I am glad to think that every year there are going from the State of New Hampshire two students who, in Oxford, will tell their English friends and companions what is passing here, and will form one more of those innumerable personal ties upon which the friendship between the United States and England must be based.

I could wish that we had some similar foundation which would bring our students to American universities, also, not only because there are some subjects, some branches of science and learning, which you pursue here with a greater wealth of appliances than we perhaps have, and the study of which you have perhaps pushed farther, but because it is of the utmost value to each nation that it should be in that direct touch with the feelings and sentiments of the other nation that can only be obtained by dwelling in it and by forming the personal friendships to which I have referred. Your young men who go as Rhodes scholars now form an important part of the life of Oxford. No students are more appreciated or more popular; and I believe if some liberal founder, some one of the wealthy men who so abound in this country, and who are beginning to abound even in Canada, would make a foundation for English, Scotch and Irish students to come to your American and to Canadian universities, it would confer a great benefit on both countries.

What a noble thing a college foundation is. What a large view those men had who established these foundations for learning, in which there was lit the lamp which should go on shining from generation to generation; within whose walls there was always to be a body absorbing and pervaded by the spirit and feeling which animated its predecessors, a body the members of which felt themselves to be the heirs and successors of the men who preceded them. That spirit animates you here, as was so well expressed by my friend President Tucker a few moments ago. How fine it is, that these foundations should last and remain, century after century, carrying on as in some ship of state the great,

far-off traditions that have come down from the past, and that those coming into the foundations should enter into the spirit of the traditions, should maintain and fortify them, so as to render to posterity services like those which antiquity has rendered to us. Those are the feelings which we have had in our ancient college, where we look back five, six or seven centuries to the men of the early Middle Ages. Those are for us the traditions of former years, which grow richer with all the added wealth of recollections as time rolls on. They are growing up here also and though the period is shorter, the feeling is with you fully as strong.

Let me say that I take special interest and pleasure in coming and seeing one of these smaller New England colleges—small relatively to the vast universities represented here today, which have thousands of students where this College has hundreds. But the old New England colleges have had a place and a mission of their own, and a very noble mission it was. They had not the immense funds which the wealth of benefactors now bestows on some of the universities—a wealth, however, not reflected in the incomes of the professors. In their earlier day all those colleges were not only small but poor. They had no museums, they had no laboratories, they had small libraries, and the buildings were plain and unpretending. But the spirit was there; the enthusiasm for learning and for knowledge was there. The teachers were in earnest, and the men were in earnest, desiring to make the most of their opportunities. They were not distracted from their zeal and interest in study by other interests; their minds were not scattered or dissipated over a large number of subjects, all claiming attention, as the progress of science and learning have

now come to distract students today. Their thought and industry were confined to comparatively few topics, and to some it may seem that their intellectual life was a narrow one. Well, gentlemen, it was not as wide, perhaps, as now, when science is continually opening up new subjects for us; but one thing let us say for these men—what they knew, they knew! What they worked at, they worked at! They had few subjects, but they became masters of them. They devoted themselves heart and soul to those subjects, and there was no part of them, in so far as their opportunities went, that they had not explored. The result was that these small New England colleges turned out men of great strength of will, firm character, and powerful intellect. They were men to whose lives we can look with admiration for their grasp and force of mind, such men, for instance, as the one after whom you have named this hall. In the time between the end of the Revolutionary War and the Civil War, those eighty years in which this country was being moulded into the shape it has taken, a large proportion of the striking characters and the powerful intellects were produced by these smaller New England colleges. There is still room for that type of institution and for the kind of work it has done. I am half disappointed to hear that Dartmouth has now more than one thousand students because the small college seems to have some great advantages in its smallness. But you have kept the distinctive qualities which gave their fame to the small colleges. You recognize that there is still room not only for the man who is to have a wide knowledge of many subjects, but also for the man who is to have a thorough mastery of a few, and who, by the mastery of those few, knowing how to study and how

he can get to the bottom of each of them, will so discipline and train his mind that, whatever subject he is set to, he will become a master of it. For those men and that kind of training there is always room and need. They are the strength of a nation.

May that spirit of thoroughness, may that earnestness of mind and purpose, always live in this Granite State and in those who come to this College. May the New England colleges always cherish and be inspired by the noble traditions which have come down to them from the past; and may Dartmouth always continue to maintain among them her place of ancient honor.

ADDRESS BY GOVERNOR QUINBY

As Governor of this Commonwealth I extend to Dartmouth College the congratulations of its citizens upon her fortunate selection for the presidency of this splendid institution of learning, and I have the fullest confidence that her high standard will be maintained during his administration.

We welcome him to our midst as the president of this College and assure him of the cordial co-operation of our State and of our people. As an alumnus of Bowdoin College I wish to express my sincere personal interest, for Joseph McKeen, a graduate of Dartmouth, class of 1774, was inaugurated Bowdoin's first president in September, 1802, and under him Nathan Lord, so many years the honored president of this College, was matriculated.

Dartmouth College cherishes with undiminished regard the memory of her generous patron, Lord Dartmouth, and appreciates the continued interest in it

evinced by his successor. On this occasion we have with us, as the representative of those early English founders and benefactors, one of the world's foremost men of letters, the Right Honorable James Bryce, England's ambassador to America. May the bonds of friendship now firmly uniting these two English-speaking countries grow stronger and stronger as the years roll by.

Dartmouth College was founded during the administration of John Wentworth, the last royal governor of New Hampshire after its separation from Massachusetts, and when the Province comprised but five counties, which Governor Wentworth is said to have named after some of his friends in England; and through the friendly efforts of Governor Langdon in 1807 a grant of land was finally confirmed to the College.

Thus the founding and the history of our State are so closely coincident and intertwined with the founding and the history of Dartmouth College, that our citizens of New Hampshire who are so proud of her record and of the roll of illustrious men who have made her great, feel a personal pride in the progress and accomplishments of this College and in the achievements of her graduates.

Take but the single instance of Daniel Webster: born in the Granite State, educated in these classic shades and a maker of imperishable history not only for our State but for our Nation. In the historic battle of this institution for its very existence, single-handed almost, he saved for it its birthright; but while he made its foundation secure, and while the names of Dartmouth and Webster are forever inseparable in memory's hall of fame, let us not forget those, some of whom are within sound of my voice, who within the last twenty years, by

their wisdom, their courage, and their loyalty to their *alma mater,* have produced from the modest nucleus of less than two decades ago, the grand conditions which now surround us.

Let the State foster this seat of knowledge; let us show to those abroad that we fully prize its possession,—and let the College on its part devote itself to extending further and yet further its well earned renown, ever bearing in mind, as I believe it will, that its policy must be broad and that its acts must be dictated by the spirit of charity for all and malice towards none. Then will State and College be together a power for good government and the cause of liberal education.

ADDRESS BY PRESIDENT BUTLER

Mr. President, it is no mean honor to be the bearer on behalf of these scholars and representatives of scholarship of the messages of congratulation, good will and good cheer, which they come so gladly bringing you as gifts. To some of us you have been a trusted and beloved colleague, to all of us a friend; and we recognize the fact that in passing to this new post of honor and distinction you are carrying to the discharge of its duties a noble equipment of mind, training and character. May God bless you.

The post to which you have gone, sir, is no private place. It is not only to be a member of the faculty, *primus inter pares,* not only to be the companion, guide and counsellor of scholars and students, but your office has about it something of the prophetic character. You are today set apart to be the voice to interpret the ideals, the aims and the purposes, not only of Dartmouth College but of all for which Dartmouth College stands, to

itself, to those who love it and know it, and to the people of these United States, of which it is, and long has been, a public servant.

You are surrounded on every side by noble hills. Their granite typifies the strength, the solidity, the endurance of tested human character, their changing verdure marks the lesson of the mystery of life, which tempts the fancy and perplexes the intellect of man. Their peaks point upward in token of that aspiration which is itself the supreme human feeling.

May you, sir, in this post bend to the making of citizens of America the letters that you so well know, the science that you so dearly love, and the arts which you so highly cherish. May you so bend them and guide others to the bending, for the making of citizenship, which, like these great granite hills, shall have sturdy strength and vitality, which shall have constantly renewed life, and which shall have the aspiration that turns its face, as they point their peaks, toward that uppermost Heaven where the faith of man has fixed the dwelling place of the Most High.

ADDRESS BY PROFESSOR ADAMS

President Nichols, we, the faculty of Dartmouth College, welcome you as our head. We pledge to you our loyal support, our trust and our affection.

We see laid upon you today a strong man's task; from this day you stand forth as the man called to lead this College—old and ever young—through a new stage of her career. From this hour the honor of Dartmouth, the efficiency of her work, the enlargement of her influence, the hopes of a thousand homes, are to rest day and

night upon your heart. We, your faculty, assure you that whatever of wisdom and strength within us lies is from this day forth at your command.

The faculty of this College by the specific provision of its ancient charter stand in peculiar relation to its president. We have been appointed, in the language of the charter, "to assist the president, in the education and government of the students." It is thus primarily through relation to the president that we come into relation to the college. We are appointed, sir, to help you.

And this personal relation, established in the beginning by the charter, has been interpreted to us through years of service with President Tucker. No man could have been further from ever asking us to serve himself, for no son of Dartmouth ever more completely exemplified unselfish service. Yet as we have now these many years served Dartmouth with him, we have found double reward in that in serving the College we could in some degree express the honor and the love in which we hold him.

And now into this close relation, sanctioned by definition of the charter, and interpreted to each of us by precious experience, we enter with you. You already know its meaning, for in all the years of your membership in this faculty you, too, knew the joy and inspiration of fellowship with him; and the fact that you have so long been one with us in loyalty to our chief makes it natural for us today to enter into this same close relation with you. What better bond could unite president and faculty at the beginning of a new administration than the common love for one who embodies our highest ideals!

Had a stranger come today to take upon him this high office, we should, it is true, have pledged to him our

loyal support—for Dartmouth's sake. But over our welcome to him there would have hung something of uncertainty, something of anxiety. But you come as no stranger; in coming to Dartmouth you come home again. Our comradeship was long since established in years of work together; we learned then to take pride in your distinguished achievements, to trust your counsels, and to prize your friendship. In those years you were born into the Dartmouth family. Long since, our *alma mater* learned to call you not servant, but son.

The call from the New Hampshire hills found you in a position of assured success. Your years of rigorous discipline in a most exacting science had prepared you for a period of research that was sure to add to the sum of human knowledge in your chosen field. Your earlier discoveries had won world-wide recognition; from this field, where achievement and honor were so secure, you were called to take up untried tasks, to assume heavier burdens, to offer yourself a hostage to unknown fortune. That you had the courage to respond to this call proves you a true son of Dartmouth.

And now we, your faculty, call upon you to lead us courageously in the solution of great problems. No administration of the College ever began with such wealth of resources; you find a splendid student body, no longer representative of a locality, but of the nation; in their hearts an enthusiasm that is marvelous in intensity and power. You find material equipment that has kept even pace with growing numbers. You find a devoted body of alumni, in whose lives Dartmouth is not a distant memory of youth, but a constant, living force. All these resources it is yours now to use.

And you face problems that may well challenge your mature strength. You come to the leadership of a great

college in a day when the very idea of the American college has lost all clear definition; its very existence is challenged. There was a time when the college stood as a clearly defined instrument of training for intelligent manhood and citizenship, placed in the open field between the elementary discipline of boyhood and the professional training of full manhood. With the constant pressure of professional studies downward that distinction has disappeared. We listen eagerly today to any voice that undertakes to define clearly the function of the American college of the coming generation. This problem is yours.

You come into control of a great body of college men at a time when the interests of college life have become so complex, its social and physical delights so fascinating, its transient ambitions so absorbing, that sometimes it seems that the reason for its being, the cultivation of the intellectual life, were no longer to be central. We believe that the high ideals of scholarship that have marked your own career will enable you so to foster and honor scholarship that the college shall be in truth in the minds of students and alumni an "institution of learning."

You come into a position of commanding influence among young men at a time when the great problems of society are essentially moral problems; when the splendid material instruments that modern science has shaped and the mighty commercial and industrial forces that modern society has developed have brought a pressure upon manhood under which too often it has broken down. The ultimate challenge of the world to the college of your administration will be the challenge to send out men of character, men of truth. In your own devotion to truth, in your scorn of any lesser aim in your own

scientific studies, we find the assurance that this college will under your leadership, as in all the great days of old, "prepare the way of the Lord, and make his paths straight."

You leave today to others the fame that was to have been yours of further answering the old alluring question, "By what way is the light parted?"; but, as you come into the succession of Wheelock and Brown, of Lord and Smith and Bartlett and Tucker, you come into the glory of a clearer, steadier light, "that light that lighteth every man." As you lead forth in the radiance of that light, we, your faculty, gladly follow you.

ADDRESS BY JUDGE RUSSELL

By the favor of the associated alumni of the College, I am permitted to speak their word of welcome and congratulation on this occasion; and to assure you, as I do, Dr. Nichols, of their loyalty, sympathy and support.

This is a most interesting function, a great and stimulating event. The presence of the British Ambassador, still more appreciatively known to us as the author of "The American Commonwealth," not to mention his other writings,—this gathering of so many of the most eminent educators of America, the coming of so large a number of the alumni, some from almost across the continent, and the earnest enthusiasm of this large student body proclaim it an event of the first importance and not soon to be forgotten.

We are engaged in the business of installing a new president of the college we love. The right man has been found, and he is being put into the right place. It

is a great office, sir, the insignia of which have this day been placed in your hands. There is none of greater honor, dignity and opportunity for usefulness among all the employments of men.

Your achievements in science bring a new lustre to the renown of this ancient seat of learning, while your experience as an educator, here and elsewhere, your known moral endowment and mental equipment give assurance that under your leadership the College is about to enter on an era of increased usefulness and honor. For one, I feel that it is fitter we should thank you for accepting the call than that you should thank us for giving it.

The alumni, therefore, most cordially approve and ratify the choice of the board of trustees. We abate nothing of the affectionate gratitude we bear to your predecessor, nor of the regret we feel that he has been constrained to think it necessary for him to lay down the burden he has borne so long and so satisfactorily. The official connection may be severed but not the tie of admiring affection. He will have the tribute of our love while he lives and of our tears when dead.

It is now nearly twenty years since the alumni of the College were invited into closer and more active relations with, and were given representation in the government of the College. I count it as a great privilege to have been one of the committee to formulate the plan by which this was brought about. I hazard nothing in asserting there is no one to say the plan has not worked well. It has intensified, not to say created, the Dartmouth spirit out of the College as well as in it. It has kept up an interest on the part of the alumni in the affairs and success of the College. It has resulted in

material benefits as well. Some of the finest and most graceful of these new buildings, notably the new Dartmouth Hall and the splendid structure in which this function is progressing, were built with moneys contributed by the alumni—not by a few, but the great body. *Si quaeris monumentum, circumspice.* You will find the alumni animated by a helpful spirit and a disposition to give, each according to his means, to meet the needs and promote the welfare of the College. With the last mentioned consideration in mind, it is perhaps to be regretted that few—if, indeed, any—Dartmouth men have achieved a place in the ranks of the "criminal rich."

One could almost wish for your personal sake that you were to succeed to a failure instead of to a success. You would at least escape trying, not to say odious, comparisons. But that is a low point of view, not for a moment to be entertained. Still it must be conceded, it took the highest kind of courage on your part to be willing to step into the shoes of one who has a genius for administration and who has accomplished so much in so short a period of time.

I am sure you are glad to find so much ready to your hand,—adequate buildings and equipment, a fair endowment, an institution in the full tide of prosperity with everything setting its way. You can give your attention almost unreservedly to what is after all a college's excuse for being, the education and development of the ingenuous youth who shall come here. What a happiness is yours!

Of course all the problems of higher education will demand your attention, and will be met and disposed of as they arise. They will be almost as numerous as breakfast foods and most of them as little nutritious. It is not for me to expatiate on them now.

The alumni have at times been alarmed by the apprehension that an attempt might be made to transform the College into a university. To this they are opposed. They want it kept a college. They think there is such a thing as being too big and trying to do too much, and this they deprecate.

There is a little sentence of only twelve words repeated more often and more feelingly by the alumni than all other eulogiums ever uttered about the College. None so quickly touches their hearts. None so surely penetrates to the fountain of their love and tears: "It is a small college, but there are those who love it."

The occasion when these words were first spoken, the majestic personality of him who spoke them, the pathetic recital of a father, mother and brother's self denial, to enable him to obtain his education here, the effect on the dignified and austere court who heard them, our own recollections of the College as we knew it, and of our own personal history in connection with it, have given to these simple words a significance and inspiring interest which they can never lose. "It is a small college, but there are those who love it."

It is no longer a small college. While we love it just the same, and are proud of its growth and prosperity, its dearest claim on our affection comes from the days when it was poor, struggling and small.

To conserve this College, to nurture it, to promote it, to send forth year by year a brave band of young men equipped with a sound scholarship and manly character, to extend the roll of its worthy sons, to preserve its history and traditions and to make it a potent force for good to our country and to our race is the work which Heaven has found for your hands to do. Thank God that he has appointed you to so noble a task!

ADDRESS BY MR. TOBIN

To step from undergraduate file and rank and to address a gathering such as this would be no slight ordeal, save for one purpose: it is that purpose which prompts me to speak. Who among you, that has shaped or is shaping your manhood here in Hanover, wrapt in the maternal cloak of the College, could not voice a congratulatory word to the man who has been chosen to guide its immediate destiny and to protect the fruits of well nigh a century and a half of self sacrifice?

So, in behalf of the Dartmouth undergraduates, I extend to Dr. Nichols hearty congratulations upon his assuming the presidency of this College, a college of some twelve hundred men, men who are taught well, fully equipped to go forth, strong in the idea of being of some real service to their fellows; men among whom democracy reigns supreme; men in whom Nature herself takes an interest in the forming of a compact organization, teaching at the same time the wonders of the force that must lie behind her hand. Moreover, there is that ever-present spirit of power and of rich sentiment.

There are still men in College who will recall when Dr. Tucker first expressed his intention of resigning, and they will remember how a few days later Dr. Tucker started away for a much needed rest. On the way to the station his carriage passed in front of College Hall, before which were gathered the students of the College, called thither at a moment's notice by the ever loyal spirit which binds Dartmouth men together. And then went up a cheer, a cheer that shook the very hills, re-echoing again and again—not the cheer that

urges the athlete to deeds of prowess, but the cheer of love, of sincere admiration for the man who had given so much to Dartmouth. Dr. Tucker's carriage stopped for a moment, and his words, as I remember them, were, "Men, the College will be safe in your hands." (Applause.)

I only mention this incident to illustrate the spirit that was shown at that gathering, the trust which Dr. Tucker had in the College and the love which the College had for him.

I leave to Dartmouth history the perpetuation of his record. But this is your day, Dr. Nichols. To you we undergraduates now turn, full of confidence in your ability, proud of your success in science and of your good name, which you now link with ours and that of the College. Though extending congratulations to you, we congratulate ourselves upon having your leadership. We are yours to command, and we take this opportunity to greet the new administration with the same cheer of loyalty that always belonged to the old. (Great applause, followed by student cheering for President Nichols.)

PRESIDENT NICHOLS' INAUGURAL ADDRESS

Following the speeches of congratulation, President Nichols delivered his inaugural address as here given:

The past sixteen years have been and ever will be notable years in the history of Dartmouth College. In that time the number of students has all but quadrupled; and the material equipment of the College has expanded in proportion. The College has added to its libraries,

built laboratories for its scientific departments and modern dormitories for its students. Its teaching staff has grown in size and advanced in quality. In every direction the growth of the College has been rapid and great, but at the same time normal and balanced. The student body has changed in more ways than numbers, for if we believe with William of Wyckham, "that manners maketh man," and to a very considerable extent they undoubtedly do, Dartmouth is not only graduating more, but a better average of men than in earlier times. Dartmouth's developments in these years has been due in an extraordinary degree to the work of a single leader, and that leader is Doctor Tucker. His winning, alert, and earnest personality, his wisdom, foresight, and his moral, mental, and physical energy, have carried the College forward over many obstacles which to others, at the time, seemed insuperable, and so they might have been under other leadership. The College has been truly blest with an intrepid and farsighted pilot who has brought her safely over rough seas and through some narrow and dangerous channels. The College, the State, and the Nation have just reason to take pride in Doctor Tucker's great achievement.

That grave problems still face the College is but evidence that Dartmouth is thoroughly alive, for in death only are all problems solved. It is not, however, of Dartmouth's individual problems that I wish to speak today—I am not yet sure I know them all. I want rather to speak of some of the problems common to all our American colleges, and ask permission to speak of them not as an administrator, but as a college teacher—a calling in which I have some background of experience.

The college is the latest phase of the institutional life of our country to be assailed by the reformer, and it cannot be denied that we have been unfortunate in some of those who have hurried in to tell us our faults. All angles of the complex problem are gradually coming into view, however, and the public once awake may be trusted to do its own thinking.

To open the whole subject in one address is manifestly impossible, yet there are some fundamental matters here which should be better understood. I shall speak briefly first of the place and intention of the college in our American education and later on certain aspects of the curriculum, on undergraduate life, and on some of the problems of teaching.

The college rises on the finished foundations of the secondary school and leads to the professional and liberal departments of the university on the one hand and directly into the open fields and the branching highways of life on the other. It offers a quiet space for the broadening, deepening, and enriching of the mind and soul of man, a home of mental industry and moral growth, a season for "the austere and serious girding of the loins of youth," and an inspiration to "that other life of refined pleasure and action in the open places of the world."

To those approaching graduate studies the college should offer those fundamental courses which serve as points of departure for the higher branches of theoretical and practical knowledge pursued in the university. To all it should give sound training in those analytical powers of reason upon which sane judgment must ever rely for its validity, and it should offer that knowledge of economic, social, and political problems essential to

enlightened and effective citizenship. The college should aid its students to understand what man is today by filling in the background, physical, mental, and spiritual, out of which he has come in obedience to law. The whole current of college life should be so directed as to foster the finer qualities of mind and spirit which give men dignity, poise, and that deeper sense of honorable and unselfish devotion to the great and common good.

Whatever knowledge and trained faculties a student may have acquired at graduation depend more upon the man and less upon the college. Colleges may provide the richest opportunities and the fullest incentive, but that which lies beyond is work the student must do in himself. College, like life, is whatever the man has industry, ability, and insight to make of it. "They also serve who only stand and wait" was written to console blindness and advancing years, not as an apology for strength and youth.

The Curriculum

To attack the curriculum seems to be an easy and rather stimulating task for most reformers, but to grasp its whole significance and deal fairly by it require more thought and pains than many a magazine or newspaper writer is accustomed to give to the things he so often whimsically approves or condemns. To understand the recent history of our colleges, from any point of view, the intellectual development of the world during the past half century must be taken into account as well as the rather lagging response which has come from school and church to its widening demands.

The middle of the last century saw the beginning of several intellectual movements. Natural science got

under way earliest by establishing the doctrines of evolution and energy. The bearing of these broad principles soon became as necessary to our modes of thought as they were immediately recognized to be for our material development. Today there is no branch of knowledge which has not in somewise been extended and enriched by the philosophical bearing of these wide sweeping laws which, at first, were the individual property of natural science. So intimately have they become the guiding principles of all modern constructive thinking that, steer how he will, the man in college cannot escape their teachings. Although these principles are still most significantly presented in the laboratories in which they arose, the student will as surely find their progeny in philosophy and history, in theology and law.

The progress of half a century in the social sciences (history, economics, sociology, politics), has been of equal importance. Though no such fundamental and far reaching doctrines as those of evolution and energy have there been discovered, yet social studies have become vital to the interpretation and upbuilding of modern life and service.

What response did our colleges make to this revolution in thought, this sudden widening of intellectual and spiritual horizons, this modern renaissance? For a time practically none, for the curriculum was strongly entrenched in an ancient usage. Something called a "liberal education" was a kind of learned creed. The intellectual atmosphere outside the college grew broader, stronger, freer than in it. Forced by a rising tide, the colleges first made a few grudging and half-hearted concessions, but still held for the most part firmly to their creed. The defenders could always point,

in unanswerable argument, to the men of profound and varied talents who had been trained under their discipline,—a discipline which all must freely admit has never been excelled. But times had changed, professional schools and real universities had come into existence in America, and more kinds of preparation were demanded of the college. Modern life in its vastly increased complexity had outgrown the straightened mould of a clerical, forensic, and pedagogical curriculum.

Finally in an awakened consciousness some colleges made the mistake inevitable after too long waiting, and not only established the newer subjects in numerous courses, but took the headlong leap and landed in a chaotic elective system.

Under this unhappy system, or lack of system, for every student who gains a distinct advantage by its license, several of his less purposeful companions seek and find a path of least resistance, enjoy comfort and ease in following it, and emerge at the other end, four years older, but scarcely more capable of service than when they entered. Many another youth, neither lazy nor idle, but lacking both rudder and chart, angles diligently in shallow waters, goes no deeper than the introductory course in any department, comes out with many topics for conversation, but no real mental discipline and but little power to think.

During the revolutionary period in our colleges, in which the newer studies took equal place along side the older ones, Dartmouth moved more circumspectly than some of her sisters. In response to pressure from within and from without, required courses were reduced in number and crowded back into freshman year. All

other courses were grouped in logical sequences among which the student had for every useful purpose all the freedom afforded by what I have called the chaotic elective system; but obstacles and hazards which required some serious thought and discipline to surmount were strewn in the path of least resistance. The incomplete angler also was compelled in some places to go deep enough to get the flavor of several branches of learning and acquire some sort of discipline.

Under this so-called group system, which has taken many forms in different colleges, our education is become liberal in fact as well as in name (the newer studies may be followed for their own sake as well as the older ones), and the college horizon has been vastly widened. The older and newer knowledges now stand on a footing of complete equality of opportunity, our education has caught up with the time and is in harmony with modern needs. Moreover the framework of the present curriculum is elastic enough to easily adapt itself to any changed conditions which may later arise.

In all this readjustment, many advocates of the classics have, it seems to me, been somewhat unduly alarmed and have lost sight for the moment of some of the sources of greatest strength in classical learning. They have emphasized the discipline of classical studies too much, and their charm too little. The undergraduate of today will not shirk disciplinary studies if he can be made to see definitely whither they lead and that the end is one which appeals to his understanding and tastes. He refuses to elect courses which are only disciplinary or are so represented.

The classics are as truly humane today as they ever were. Scientific studies have exalted observation and

reason, we are gaining a sudden and surprising insight into nature and into social problems. We have grown in constructive imagination and the power to think relentlessly straight forward, but the vision has been mainly external. Spiritual interpretations embodied in the nobler forms of artistic expression, in music, in poetry, in art, have not kept pace with our purely intellectual progress. It was in a genius for adequate, free and artistic expression, it was in imagination, in poetry, in consummate art, and an exalted patriotism that the classic civilizations were strong. They had that in them to which man with a clearer insight and finer appreciation will one day gladly return. Their literatures give the fullest expression to the adolescence of the race, that golden time when men were boys grown tall, when life was plastic, had not yet hardened, nor men grown stern. Truth, Beauty, Goodness were still happily united; men did not seek them separately, nor follow one and slight the rest. Even philosophy with Plato was poetic in conception, and rarely smelt of the lamp.

Some of the deeper experiences of the race cannot be justly characterized as either true or false because they have no place in the logical categories, hence unfeeling reason cannot wholly find them out nor utterly destroy them. Much confusion and harm have come to man's most vital concerns through loss of balance and failure to recognize limits to pure reason as we now know it. Many a soul has been beaten back or shrunk by rejecting all impulses which could not be explained or fitted into some partial scheme of things. In this both science and theology, in different ways, have at times offended. Both with an assumed authority have marred the spirit by attempting to crowd it into the frame of a procrus-

tean logic or to square it with a too rigid dogma. That this was neither true science nor good theology is now becoming clear, boundaries are shifting and the thought of man is moving forward toward the freedom of his birthright. No education which does not arouse some subtler promptings, vague inspirations,—"Thought hardly to be packed into a narrow act, Fancies that break through language and escape"—can rightly interpret the real and deeper sources of human action and progress. Our present emphasis is warped and partial, education should be an epitome of the whole of life, not of a part of it.

The tendencies of our college life, whatever some may say, are neither irreligious nor immoral, but quite the contrary. Religion is a side of the student which the present formal curriculum does not touch directly. To fill out and complete our system, therefore, some broad and effective religious teaching should be provided. Yet just how can such instruction be given in a way to hit the mark and not invade an instinctive sense of individual privilege? There is no realm of teaching which is more intimately personal and private than that which deals with religious convictions, and nowhere is the likelihood of good and ill result more dishearteningly tangled. Certainly such instruction in college could not be in the slightest degree dogmatic, and any special pleading would as surely defeat the intention. If courses broadly cast could be offered, in which the simple purpose was an impartial and sympathetic enquiry into the highest teachings of the several great religions, with emphasis laid on the ethical and social import of various beliefs, Christian doctrine would inevitably gain in authority and be seen plainly of all men to justify its

place in history. It is in a comparative study of religious teachings that I firmly believe Christianity will soonest achieve its rightful and vital supremacy in the minds of college men. Such studies can but add fresh reasons for our faith.

As our colleges give courses in the classics and aesthetics, so they offer ethical courses, and some add a course in the philosophy of religion to their program of studies. Yet for some reason, possibly because the instruction is not simple and concrete enough, possibly the human side is treated too contemptuously, whatever the reason may be, courses in morality and religion are not now fulfilling their purpose because too few students elect them. To make such courses compulsory would be instantly to defeat their high purpose, and yet somehow, the appeal of the college must be made to transcend the too narrowly intellectual side of man. Aesthetics, ethics, and religion are supremely rich in human interest; surely then courses of increased attractiveness somehow can be fashioned which students will more freely choose to their larger growth and lasting benefit. When this is done, and then only, shall we enlighten the whole man. His heritage in a deeper life will then no longer be left wholly to "time and chance which happeneth to them all."

Before entering upon a discussion of that most interesting and many sided person, the undergraduate, may I in behalf of true science, in which I am deeply interested, add a warning? Scientific studies just now are beset with some of the dangers of an unenlightened popularity. The public has lately taken a wide but too often untutored interest in natural science. A just appreciation of the enormous difficulties which funda-

mental investigation encounters, is rare, and the limitations of our present methods of analysis are little understood outside the walls of the research laboratory and the mathematician's study. The blazonings of the latest scientific achievements in newspaper and magazine, too frequently immature and incorrect, with emphasis all awry, are building up a quite unreasoning expectation in the minds of credulous readers. The study of science may do for the student other and better things than those he anticipates, yet many will be inevitably disappointed at the problems which the study of science will not solve. Enthusiastic parents, heedless of taste and fitness, too often urge their sons into scientific pursuits, not realizing that lack of intellectual preference in a boy is inadequate proof that he possesses that balanced mind which scientific investigation requires, and unusual pleasure at riding in an electric car is insufficient evidence of a marked capacity for the broader problems of electrical engineering. May not science be spared by some of her too enthusiastic publishers and over credulous admirers, who urge popular and sensational courses in science in place of the fundamental instruction now given. How much longer must newspapers and magazines give money and valuable space for worse than valueless matter only because it masquerades in the garb of science.

Undergraduate Life.

From every point of view the undergraduate is the central figure of the college. Clever or dull, industrious or lazy, serious or trifling, he is the only apology the college has to offer for its life. Him our restless critics

would give no peace and he takes a gentle vengeance upon his accusers by being unconscious of them. All their thrusts are lost on him at whose shortcomings they are mainly directed, for the real miscreant rarely reads.

The reformer's indictment is much too long to discuss here in detail, but he has discovered, for instance, that the average young man in college does not care enough for knowledge to pay proper attention to his studies. But this is not new, the average student never has. Again he finds that too many young men in college drift into a life of ease and indolence. But this is as true out of college as in, and, worse, it is a failing by no means confined to the young. To the stress of modern athletics, he claims the average student contributes not his muscle but only a voice. Yet in the earlier days before athletics, which a few of us remember, some men in college were even voiceless. A very slow growth, well rooted in a time-honored past, of indifference to scholarship on the part of some students seems to him a deadly fungus which has sprung up over night, an evil which requires some immediate and drastic remedy if the college is to survive, and he chafes at our tolerance and slowness to act.

An unhappy requisite for any thorough-going dissection is that death must precede it. Thus many a recent thrust at the college is directed at conditions belonging to a past existence. An even greater weakness of the critical faculty, in our day, is in intemperance which loses all sense of proportion and puts things too strongly —a weakness into which even those in the highest places have sometimes fallen. Thus evils which occur in the few receive a stress and false measure of emphasis which seem to attach them to the many. In the practice of the

newer criticism "the exception proves the rule" in an unfamiliar sense.

What class of students in college, it may reasonably be asked, cause us most concern? Certainly not the capable and energetic men who earnestly seek knowledge. Such do not even require very skillful teachers in the pedagogical sense, for given the necessary facilities they teach themselves most things. Some guidance from scholarly men they need, and little else. The dull but hard working student, though less independent, knows quite well how to care for himself and becomes educated in doing so. The real difficulty comes with the indifferent, idle, ambitionless man who often, by reason of native capacity or sound early training, easily makes the passing mark which technically puts him beyond the reach of formal discipline and he tempts envious chance no further. This man is no stranger to us, he has always been in college, but we have come recently to take more notice of him. He oftener comes of well-to-do parents who also may look upon college as a polite formality in a young man's life. But too much emphasis must not be put on money, for the sons of the rich are by no means all idle, nor, alas, are the sons of the poor always industrious. To take an extreme case, he is a man lacking in ideals, or equipped with an unprofitable set. He often comes to college avowedly despising books and their contents. He longs only to study men, to build those life-long friendships which brighten later years, and he too often hears much to encourage this attitude at home. How then does this youth go about so serious a business as the study of men? By closely observing the more earnest among his teachers and his fellow students who are using their col-

lege opportunities to fit themselves for life? No. But rather by seeking companions as passive as himself and drifting in the same sluggish current. I have no wish to give this wretched man more discussion than his flaccid and misguided purposes deserve, yet as critics have made much of him and greatly magnified his numbers, surely we should give his weakened state a thorough-going diagnosis that the treatment may be carefully chosen and salutary.

For this class of men home influence, or the lack of it, is more often to blame than the college. It is an open question whether the college has any obligation to help a small group of men who care so little to help themselves. In the English system the answer frankly given is that the college has none. The pass and poll men of Oxford and Cambridge are present examples of a lifeless indifference to earnest scholarship in which the university has acquiesced. In England, however, the indifferent are separated from the working students and are never a drag on their betters. In this country the number of this extreme type in most colleges is, as yet, small, but the range between it and the real student is long, and young men who are learning less than they might are scattered all the way between. The problem is not new, but it perplexes us and disturbs our counsels exceedingly. It is difficult to conduct a college which shall be at once an effective training school for studious men and an infirmary for the treatment of mental apathy. If it is our duty to the public to keep such men in college, and many think it is, the problem presented is how to wake them up, and a pertinent question arises —are we at present organized to get at them by the only open door? Do we often enough get at the center of the

man through his false ideals and the husks of his intellectual sloth? Can our teaching be made more direct and personal, not in a meddling way, but by methods vigorous and manly?

In most colleges this problem has been complicated by numbers. The staff of teachers is not as large as it should be, and the human side of teaching, which requires the closest contact as well as breadth and sanity in the teacher, is in danger. That flint and steel contact between teacher and pupil, which many have reason to remember from the classrooms of their day, is now less frequent. The spark we have seen start mental fires in many an indifferent mind is struck less often. The hope of closer personal attention to students in college is in larger endowments which will sustain a more numerous teaching staff and permit classes to be further subdivided according to scholarly ambition. This is a change which few colleges can now afford to make, for colleges must do with the means they have and keep within their incomes, if they can.

As to how the much discussed decline in scholarship, the real existence of which I seriously doubt, has come about, there are widely different opinions. In the first place, it may justly be questioned whether it is not apparent rather than real. The average student acquires more and wider knowledge in college now than he did thirty years ago. Outspoken scholarly enthusiasm rather than the getting of lessons seems to have suffered. Many students appear to have relaxed a little in the seriousness of purpose with which they approach their work. They certainly show more reserve in the way they speak of it. Here it must be remembered, however, that fashions the country over have changed

and the expression of interest and enthusiasm in some subjects is more stintingly measured than a generation ago. If anything, we now often get a scant portion in expression where we used to get an over-weight. Nowhere is this change more striking than in the gentle art of public speaking. Yet fashions react on men, and our time may have lost something in forcefulness from its often assumed attitude of intellectual weariness, from a painstaking effort at restraint and simplicity of utterance. Our present tendency is to speak on the lighter aspects of even grave matters—possibly a kind of revolt against a flowery sentimentalism, an unctuous cant, or a long face. It is not considered in the best of taste just now to get into heated discussions and controversies over man's most vital intellectual and spiritual concerns.

This habit of repression has come into the college from without. I do not think it began there. Science in the university may have misled the thoughtless to some extent by an emotionless discussion of facts, but facts should be discussed without emotion; it is the lifeless statement of purpose from which we suffer. The driving power of intellect is enthusiasm, and there is no lack of it in that passionate devotion to research which so painstakingly and properly excludes all warmth from its calm statement of results. It is nothing short of a divine zeal, an irresistible force, which urges the true investigator on to those great achievements, which are so profoundly changing the habits of our daily life and thought. For any mental indifference, therefore, be it real or assumed, science is in no wise responsible. Science takes herself very seriously and is always in deadly earnest.

In only one phase of college life today may a student, other than shamefacedly show a full measure of pleasureable excitement, and that is in athletics. What might not happen to him who threw up his hat and cheered himself hoarse over a theorem of algebra, or over the scholarly achievements of the faculty! Some young men appear to have grown shy and to feel that a show of enthusiasm over ideas reveals either doubtful breeding, a lack of balance, or small experience with the world. They would be like Solomon in saying, "there is no new thing under the sun," and profoundly unlike him in everything else,—an easy apathy to things of the mind and spirit so often passes for poise and wisdom with the young! Thus some indifference in college and out of it is undoubtedly more assumed than genuine. But again we are in danger of utterance and manner reacting on thought and effort. Signs of such a reaction are already apparent. Thus the college atmosphere has seemingly lost, for the initially weak in character, some of its vigorous and wholesome mental incentive.

May we not henceforth live our college life on a somewhat higher plane, where real simplicity, naturalness, and downright sincerity replace all traces of sophistication and wrong ideals. Let genuine enthusiasm find freer and more fearless expression, that we may become more manly, strong, and free. Why can't some college men stop masquerading in an assumed mental apathy and be spontaneously honest?

Some who have sought an explanation of this slightly altered tone in college life blame intercollegiate athletics for the changed conditions, but I am not able to find the cause there, and believe, as I have already suggested,

that it lies far deeper in the changed conditions of society and our national life. The outcry to abolish intercollegiate sports is rather hard to explain. Aside from the asumed injury done to studious habits, apparently no one really objects to sports kept within bounds. But our colleges by agreement may set the bounds wherever they choose. Where, then, is the real reason for complaint? On the other hand, intercollegiate sports do more to unite the whole college and give it a sense of solidarity than any other undergraduate activity, and thus serve a worthy purpose. Moreover, the lessons of sport are lessons of life and it is the moral worth rather than the physical benefit of athletics which we can ill afford to lose from student life. They effectively teach a high degree of self control, concentrated attention, prompt and vigorous action, instant and unswerving obedience to orders, and a discipline in accepting without protest a close ruling, even if a wrong one, in the generous belief that he who made it acted in good faith. Sport, like faith, knows no court of appeal. A man's moral fibre comes out in his bearing toward his opponent in the stress of play and in the dignity with which he meets defeat or victory at the end of the struggle. By gallant conduct toward a victorious adversary a bodily defeat becomes a personal triumph. It is only when the spirit is defeated through the body that upright men cry shame! I believe one of the severest tests of a gentleman to be his ability to take victory, or defeat, with equal good will and courtesy toward those against whom he has bodily contended. Whether we get all that we might out of our college sports is another question, but year by year we approach nearer and nearer to the higher standards of a true sportsmanship.

The problem of athletics suggests another problem which is its twin—What shall we do for the symmetrical bodily development of those who do not train on college teams but who need physical training far more than athletes do? Here is a question which has not been successfully met and one which demands immediate and wider consideration than it has yet received.

To strengthen interest in scholarship by introducing a larger element of competition than at present is a suggestion which recently has come from several different sources. The competitive idea has long been in full force in the older English universities with what is now regarded there as a result to which good and evil have contributed nearly equal parts. Our own colleges have always offered some prizes for high scholarly attainment but the inspiration for a sufficient extension of the custom to make it a leading idea in our undergraduate life has been drawn from the extraordinary success of athletic contests in arousing student effort and enthusiasm. That a wider competition in scholarship than we now have would produce some useful results lies beyond question, but that those who expect most or all things from it will be disappointed may be confidently predicted. It seems to me that the larger part of the ardor students show for athletic contests is due more to the appeal which bodily combat always makes to the dramatic sense than to the competitive idea in itself. It is the manly struggle more than the victory which men go out to see. I cannot conceive how we are to clothe scholarship contests with a dramatic setting—as well attempt to stage the book of Job, aptly called "the drama of the inner life." The drama of scholarship must ever be a drama of the inner life which will never draw

a cheering multitude nor light bonfires. To call men to witness a contest in geometry is less strong in its appeal to human sympathies and interest than the bootless cries of Diogenes prostrated at the roadside, to those who passed on their way to the Olympic games. "Base souls," he cried, "will ye not remain? To see the overthrow and combat of athletes how great a way ye journey to Olympia, and have ye no will to see a combat between a man and a fever?" Competition is a fundamental law of nature, and it may be a human instinct, but it can never be an ideal, for the virtue of an ideal is a willingness for self-sacrifice of some sort, while the virtue of competition is a willingness to sacrifice others. Competition, therefore, is not a moral force, and as a motive lacks the highest driving power.

Most that I have said of undergraduate life has been in analysis of its weakest members. The vast majority of college men are sound in mind and heart and purpose and no young men were ever worthier of admiration and respect than these. I have not dwelt upon them because their condition suggests no vexed pedagogical nor administrative problems. "They that be whole need not a physician, but they that are sick."

The Teacher

As with the undergraduate, so with the faculty, many a reformer has singled out the weakest member and has seemingly affixed this label to all. But has he forgotten that there are mediocre lawyers, physicians, preachers, engineers, business men, all making a living from their various occupations simply because there are not enough men of first-rate ability to supply the world's needs?

Teaching cannot stand alone, but must share the lot of other professions. In a generation the monetary rewards in most occupations have advanced more rapidly than in teaching, where they never have been adequate, and colleges have felt a relative loss. In law, in engineering, in medicine, in business, the average rewards for corresponding successes are roughly double those in teaching. It is safe to say the colleges are getting far more out of their better teachers than they are paying for. Teaching is to many a very attractive career, not because of the leisure for idleness which it is supposed by some to offer but because of its possibilities of service to the wholesome life and highest welfare of society and the state. The teacher who takes his calling seriously and fulfills its high demands spends less time in idleness than his apparently more busy brethren in trade. That he must give many hours to wide-ranging thought and reflection has often misled the public into thinking him an idle dreamer. But dreaming and visions are a part of his business, though the dreamer to be worthy must dream straight-forward and the vision must be clear. How much do we not owe to the dreamer, in science, in literature, in art, in religion, to say nothing of his part in those unthought of benefits, those subtler influences grown up in tradition, influences which have lost or never had a name, which yet continue to inspire and brighten all our days—visions seen by earlier men whose lives must have seemed idle enough to an auctioneer?

Judged by the higher standards, there are unquestionably a few uncertain and indifferent teachers in our colleges. There always have been. The proportion of men of first-rate ability has improved, but there is need

of further improvement. As soon as the public will give the colleges sufficient means to command the men they want, all cause for criticism will be removed.

We need special knowledge in college teachers, but not specialized men. Whatever the subject, it is the whole man that teaches. While being taught the undergraduate observes the teacher and takes his measure in several well defined directions:—the richness of his knowledge, his enthusiasm for learning, his way of putting things, his sense of humor, and the range of his interests. He shrewdly guesses whether or not his instructor would be an agreeable companion, if all restraints were removed, and the subject of the day's lesson swept out of mind. The student frequently knows, too, whether or not his instructors are producing scholarly work which competent students elsewhere admire and respect. Nothing gives a teacher more authority and command over the imaginations of his students than a well-earned reputation for fundamental scholarship and research, and nothing so much stimulates the undergraduate's ambition for sound learning and intellectual achievement as sitting at the feet of a master who has travelled the road of discovery. Even as much as a virtuous example breeds virtue in others, so scholarly work breeds scholarship. Presidents and boards of trustees have not always seen the great advantage to a college of retaining a group of strong productive scholars with an instinct for teaching, on its faculty.

All these elements enter into the unconscious respect the student feels for his instructor, and increase or lessen a teacher's influence and worth in the college. The driving of men through college is not as reputable

as it used to be, and real intellectual and moral leadership in teaching is steadily taking its place. Students now largely choose their courses and instructors, for varying reasons to be sure, but some of them are good. Student opinion freed from mixed motive and superficial judgment is usually wholesome and sound.

The college in all its relations is the most human and humanizing influence in all our civilization; and year by year its gains in this direction are substantial. Taking the good with the bad our colleges have never been as well organized and equipped as now, nor have they ever done their work more effectively than they are doing it today. Any dissatisfaction with college life does not find its basis in comparisons with earlier years, notwithstanding many find, in such comparisons, partial reason for complaint. We are not quite satisfied with the college, because it does not realize our later ideals of education, not because it falls short of our earlier ones. It is well to have ideals and to have them high, and it is a wholesome sign of intellectual vigor to be impatient at the long distance which separates the way things are done from the way we think they ought to be done. Beyond just measure, however, dissatisfaction paralyzes hopefulness and effort; we must keep clear of pessimism, if we are to go forward.

In twenty years of teaching and observation, I have become convinced of some things connected with teaching as a profession. No teacher can hope to inspire and lead young men to a level of aspiration above that on which he himself lives and does his work. Young men may reach higher levels but not by his aid. The man in whose mind truth has become formal and passive ought not to teach. What youth needs to see is knowledge in

action, moving forward toward some worthy end. In nobody's mind should it be possible to confuse intellectual with ineffectual. Let it not be said:

"We teach and teach
Until like drumming pedagogues we lose
The thought that what we teach has higher ends
Than being taught and learned."

It ought to be impossible, even in satire, to say "Those who can, do; those who can't, teach."

The strong teacher must ever have the best of the priest about him in the fervor of his faith in the healing power of truth. Let our teaching be sane, fearless, and enthusiastic, and let us not, even in moments of despondency, forget the dignity, the opportunity, the power of our calling. The teacher is the foremost servant of society and the state, for he is moulding their future leaders. Sound learning, wisdom, and morality, are the foundation of all order and progress; and these it is the aim of the college to foster. If we can send into the world a yet larger number of strong young men—men clean in body, clean in mind, and large of soul, men as capable of moral as of mental leadership, men with large thoughts beyond selfishness, ideas of leisure beyond idleness, men quick to see the difference between humor and coarseness in a jest,—if we can ever and in increasing numbers send out young men of this sort, we need never fear the question,—"Can a young man afford the four best years of his life to go to college?"

When the applause which greeted President Nichols' words had subsided the College choir and College orchestra rendered the hymn,

"For the Strength of the Hills We Bless Thee," arranged from Mrs. Hemans and set to music by Gerrit Smith:

For the strength of the hills we bless thee,
Our God, our fathers' God!
Thou hast made thy children mighty,
By the touch of the mountain sod.
Thou hast fix'd our ark of refuge,
Where the spoiler's foot ne'er trod;
For the strength of the hills we bless thee,
Our God, our fathers' God!

We are watchers of a beacon
Whose light must never die;
We are guardians of an altar
'Midst the silence of the sky;
The rocks yield founts of courage,
Struck forth as by Thy rod;
For the strength of the hills we bless thee,
Our God, our fathers' God!

Lo! the royal eagle darteth
On his quarry from the height,
And the stag that knows no master,
Seeketh there his wild delight;
But we, for thy communion,
Have sought the mountain sod,
For the strength of the hills we bless thee,
Our God, our fathers' God!

For the dark resounding caverns,
Where thy still, small voice is heard;
For the strong pines of the forest,
That by thy breath are stirred;
For the storms on whose free pinions
Thy spirit walks abroad;
For the strength of the hills we bless thee,
Our God, our fathers' God!

Photograph by Langill

PRESIDENT FINLEY, EX-PRESIDENT TUCKER, AND EX PRESIDENT ANGELL CROSSING THE COLLEGE GREEN

THE CONFERRING OF DEGREES

The conferring of honorary degrees now took place. The recipients were presented by Professor Charles Francis Richardson, Ph. D., Winckley Professor of the English Language and Literature. As each man was presented he moved to the centre of the platform, where, as the degree was conferred upon him, the appropriate hood lined with Dartmouth green was dropped across his shoulders. The ritual was as follows:

President Nichols. With the authority given me by the trustees of Dartmouth College I shall now confer academic distinctions upon those eminent scholars and administrators whose names appear on the official program in the list of honorary degrees.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you for the honorary degree of Doctor of Divinity, Ozora Stearns Davis, thoughtful student of the problems of theology as applied to the training of young men for the ministry.

President Nichols. Ozora Stearns Davis, graduate of Dartmouth in the Class of 1889, scholar with a bent toward practical affairs, earnest and effective preacher and pastor, president of the Chicago Theological Seminary.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you for the honorary degree of Doctor of Divinity, John Martin Thomas, president of Middlebury College, leader of an honored institution in its second century of service.

President Nichols. John Martin Thomas, man of wide intellectual attainments, effective minister of the

Gospel, a college administrator, who has met a difficult educational problem with originality and force.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you for the honorary degree of Doctor of Science, Richard Cockburn Maclaurin, distinguished scholar of Victoria University, Wellington, New Zealand, and Cambridge University; now fitly entering upon the direction of our chief New England school of applied science.

President Nichols. Richard Cockburn Maclaurin, profound student and productive scholar in both mathematical physics and the law, trained in two hemispheres and at home in three of the great geographical divisions of the earth, recently chosen President of the Massachusetts Institute of Technology.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, Jacob Gould Schurman, profound student in philosophy, whose learning has been of influential benefit even to the most distant islands of his adopted country.

President Nichols. Jacob Gould Schurman, cogent and able writer on the deeper problems of philosophy, ethics, and religion, servant of the nation as chairman of the Philippine Commission, distinguished President of Cornell University.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of

Laws, CHARLES RICHARD VAN HISE, President of the University of Wisconsin, eminent investigator in the science of the earth.

President Nichols. Charles Richard Van Hise, ardent student and discoverer in the broad fields of geology, member of the National Academy of Science, and of several learned societies in other lands, able administrator who is upholding the best ideals and traditions of a great university in the Middle West.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, JOHN HUSTON FINLEY, economist, publicist, and student of systematic philanthropy.

President Nichols. John Huston Finley, man of wholesome ideals and a charming optimism, editor, student and teacher of the social sciences, in succession President of Knox College, Professor of Politics in Princeton University, President of the College of the City of New York.

Professor Richardson. Mr. President, in behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, WILLIAM DEWITT HYDE, President of Bowdoin College, forceful worker for Christian ethics and the co-operation of churches.

President Nichols. William DeWitt Hyde, Doctor of Divinity, for the last twenty-four years President of Bowdoin College, student and keen observer of men, distinguished writer on the religious and moral aspects of our social life.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, MATTHEW HENRY BUCKHAM, classical scholar, efficient teacher, President of the University of Vermont.

President Nichols. Matthew Henry Buckham, Doctor of Divinity, and for thirty-eight years a university president, sturdy veteran who ranks in years of service all New England college presidents now in office.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, WILLIAM HERBERT PERRY FAUNCE, teacher of righteousness in a great metropolitan pulpit, executive head of a university contemporaneous in its foundation with Dartmouth.

President Nichols. William Herbert Perry Faunce, graduate, trustee, and for the last ten years President of Brown University, man of broad views and keen insight, whose voice has ever been raised effectively on the side of sane morality and true religion.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, NICHOLAS MURRAY BUTLER, President of Columbia University, whose life work has defined and enriched the mission of the educator.

President Nichols. Nicholas Murray Butler, productive scholar and teacher of high distinction in the art of teaching, facile administrator of extraordinary

ability, you carry the ideals of the university directly to the people whom you further serve by speech and action in the righteous cause of clean politics and government.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, WOODROW WILSON, President of Princeton University, historian and patriot, who has greatly promoted the integrity of academic education.

President Nichols. Woodrow Wilson, lawyer, historian, student of politics, man of great strength of purpose, who is steadfastly forging the college that ought to be out of the college that now is.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, ARTHUR TWINING HADLEY, brilliant among the scholars of a great university, distinguished teacher and statistician, leader of sound public opinion.

President Nichols. Arthur Twining Hadley, President of Yale University, from the shadow of which Dartmouth sprang into light, eminent economist and student of educational problems, your strong and thoughtful utterances command public heed and interest throughout the land.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, ABBOTT LAWRENCE LOWELL, President of Harvard University, fit representative of a great New Eng-

land family, who brings the trained wisdom of an honored past to the solution of the academic problems of the future.

President Nichols. Abbott Lawrence Lowell, man of large affairs, broad vision and clear reason, writer of world-wide reputation on the problems of law and government, recently chosen head of our oldest American college.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary Degree of Doctor of Laws, CHARLES WILLIAM ELIOT, profoundly influential in American education, and not less potent as a force for personal and civic righteousness.

President Nichols. Charles William Eliot, pioneer and courageous apostle of freedom in American education, dean of college presidents and President Emeritus of Harvard University. While bearing the heaviest official burdens and responsibilities, you have ever given generously of your strength to the sane discussion of all questions of grave public concern.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, JAMES BURRILL ANGELL, pioneer leader, for nearly forty years, of the earliest representative university of the great Middle West.

President Nichols. James Burrill Angell, able writer on education and on international law, eminent diplomat and Minister of the United States to China and Turkey, late distinguished head of one of our greatest universities.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, His Excellency HENRY BREWER QUINBY, Governor of New Hampshire, native of Maine, patriotic citizen of his adopted state, honored head of our ancient commonwealth and *ex officio* a trustee of this college.

President Nichols. Henry Brewer Quinby, distinguished son of Bowdoin, whom his college has delighted to honor, man of refined and scholarly tastes, able and courageous chief executive of this important state which for a hundred and forty years has offered generous hospitality and support to Dartmouth College. We gladly welcome you to the degree of Doctor of Laws.

Professor Richardson. Mr. President, on behalf of the trustees, and at their request, I have the honor to present to you, for the honorary degree of Doctor of Laws, WILLIAM JEWETT TUCKER, beloved leader and friend of every Dartmouth man.

President Nichols. William Jewett Tucker, ninth president and second founder of Dartmouth College, the depth and richness of your inner life, the activity and achievement of your outward life, will be a heritage twice blessed to this College forevermore.

As the degree of Doctor of Laws was conferred upon Ex-President Tucker, a spontaneous thrill of emotion brought the entire audience to its feet, and at the conclusion of the ceremony the applause lasted for many minutes. The splendid expression of reverence and affection for America's greatest exemplar of effective idealism in education was the more impressive because unpremeditated.

All the degrees having been conferred, President Nichols said:

In behalf of the trustees of the College, I heartily welcome the recipients of these high academic honors into our Dartmouth fellowship and declare them entitled to all rights and privileges hereby belonging to their several degrees.

The College choir, students and audience, accompanied by the College orchestra, now united in singing "Men of Dartmouth." Words by Richard Hovey, '85; music by Harry R. Wellman, '07.

Men of Dartmouth, give a rouse
For the college on the hill!
For the Lone Pine above her
And the loyal men that love her,—
Give a rouse, give a rouse, with a will
For the sons of old Dartmouth,
The sturdy sons of Dartmouth,—
Though 'round the girdled earth they roam,
Her spell on them remains;
They have the still North in their hearts,
The hill-winds in their veins,
And the granite of New Hampshire
In their muscles and their brains.

They were mighty men of old
That she nurtured side by side;
Till like Vikings they went forth
From the lone and silent North,—
And they strove and they wrought, and
they died;
But—the sons of old Dartmouth,
The laurelled sons of Dartmouth—
The Mother keeps them in her heart
And guards their altar-flame;
The still North remembers them,
The hill-winds know their name,
And the granite of New Hampshire
Keeps the record of their fame.

Men of Dartmouth, set a watch
  Lest the old traditions fail!
Stand as brother stands by brother!
Dare a deed for the old Mother!
  Greet the world, from the hills, with a hail!
    For the sons of old Dartmouth,
    The loyal sons of Dartmouth—
Around the world they keep for her
  Their old chivalric faith;
They have the still North in their soul,
  The hill-winds in their breath;
And the granite of New Hampshire
  Is made part of them till death.

BENEDICTION

The Right Reverend Ethelbert Talbot, D. D., LL. D., of Pennsylvania, Bishop of Bethlehem, pronounced the benediction:

The peace of God, which passeth all understanding, keep your hearts and minds in the knowledge and love of God, and of His Son, Jesus Christ, our Lord; and the blessing of God Almighty, the Father, the Son and the Holy Ghost, be amongst you and remain with you always. Amen.

This closed the exercises in Webster Hall.

EXERCISES AT THE LAYING OF THE CORNER STONE OF THE GYMNASIUM

Shortly before four o'clock in the afternoon the student body and alumni formed in procession at College Hall, thence marching to the new gymnasium site. Delegates, guests, and friends of the College were also present at the exercises.

ADDRESS BY EDWARD KIMBALL HALL

After a college cheer for the new gymnasium and singing by the student body, Edward Kimball Hall, Esq., A. B., LL. B., of the Class of '92, Chairman of the Alumni Committee on Funds for a New Gymnasium, addressed the gathering:

More than fifteen years ago the master mind of a man who was both a great architect and a great builder planned out the development of what some have called "the New Dartmouth." He saw that to build a great college in a small town in the hills, the College itself must furnish not only facilities for education, but for every other thing essential to the well-being of the student and the proper environment of student life. Accordingly, he built water works, a heating plant, an auditorium, a great commons, College Hall (a social rendezvous), and modern dormitory after dormitory. And still the great college plant which was planned fifteen years ago was not quite complete. It is a source of deep satisfaction that we are here today to assist in its completion and that in the erection of this building there is realized one of the fondest hopes of that man

who for us is the wisest and most beloved of all builders —William Jewett Tucker.

I dare say there is no college in the country where there is greater need of an adequate gymnasium than here at Dartmouth. For nearly half of the college year the ground is covered with snow—and the need of opportunity for regular indoor exercise is imperative. Other needs seemed more imperative, however, and the old gymnasium was packed almost to suffocation. Conditions became impossible and finally the new gymnasium movement was set under way through the energetic efforts of the Director of the Gymnasium, Dr. John W. Bowler.

The undergraduates and the faculty loyally subscribed the nucleus for a building fund—and then appealed to the alumni. The time was not auspicious. The alumni had only recently provided funds for the erection of Webster Hall. Before construction was under way, Old Dartmouth Hall was burned to the ground. The *alma mater* had again called on her sons in her hour of need and again they had responded. It was evident that if the new gymnasium was to be built, it was the younger alumni who must shoulder the larger part of the burden. I trust I may be pardoned if I tell our distinguished guests in what manner they have discharged their responsibility.

The appeal was made less than a year ago. The country was then in the midst of a financial and business depression. Already the total subscription lacks only $15,000 of the amount required to complete the building. The names of four out of every five men of the undergraduates and the last twenty-five classes as graduated are already on the subscription list. Eighty-five

per cent. of the total subscription has already been turned over in cash to the treasurer of the College—and today we lay the corner stone.

The gymnasium will eventually be the centre of a great recreation and play ground covering fifteen acres. The building itself will be plain in its finish but complete in its equipment. Its general arrangement is planned by Dr. John W. Bowler, of the class of 1906 of the Dartmouth Medical School. The architect is Charles A. Rich, of the class of '75. It is being built under the direction of Edgar H. Hunter, of the class of 1901, assisted by Fred F. Parker, of the class of 1906.

It is a new type of gymnasium in that in addition to the usual opportunity for physical development and exercise of the ordinary gymnasium it provides facilities for practice and training in athletic sports. There will be over two acres of ground and floor space. Regular gymnastic exercises, training in field and track athletics, practice in baseball, basketball, tennis, handball, fencing, boxing and wrestling, may all be carried on at the same time. I predict that many a bleak winter afternoon will see more than half the students of the College enjoying the various forms of recreation for which this new gymnasium will provide abundant opportunity. If this be true, no one building will play a larger part in the College of the future than this.

While we cannot read the future, I know of no man so well qualified to estimate the real value of this building and its true relation to the future welfare of the college and its product, as the man to whom we are so largely indebted for Dartmouth ideals of sportsmanship and the wholesome sanity of our athletic policies.

To Dartmouth alumni and undergraduates he needs no introduction; to our distinguished guests I have the honor of presenting Dr. Edwin J. Bartlett, Class of 1872. (Applause and cheers.)

ADDRESS BY PROFESSOR BARTLETT

When, in 1867, George H. Bissell, pioneer in the development of petroleum, provided, at the wise desire of President Smith, yonder "commodious and tasteful structure" with its six bowling alleys and "most approved gymnastic apparatus and furniture," it was ample for the freshman class of sixty-three members, or in turn for the whole undergraduate College of two hundred and thirty-four. For comparison, Amherst, Harvard, and Yale had been similarly equipped for about seven years; and the total number of Freshmen at Yale was 174, and at Harvard 156, that same autumn when our entering classes numbered 63.

"The results" of the gymnasium, we are told officially within the first year, "more than equalled the expectations." "Dyspepsia, debility, and other affections incident to a sedentary life" became for the time unknown; "and the increased muscular power and agility of the young men forced themselves upon the attention even of unpracticed eyes."

But spaciousness for 234 is straightened circumstances for 1,300. And forty years is long life in the mechanical world where every five years the machines may profitably go to the scrap heap. So in 1907, in that desperate forced march to bring the material resources of the College into line with the human demand, Bissell Hall was the most conspicuous object in the rear.

Since the restoration of Dartmouth Hall and the completion of Webster, had been an incubatory period significant with precursory rumblings. There was to be a fresh explosion of Dartmouth compressed air, and a year and a half ago the power was applied. Doctor Bowler said firmly, "Dartmouth is going to have a new gymnasium"; President Tucker said, "Amen to that"; Doctor Nichols a little later came into sympathetic relation to the central kinetics. Edward K. Hall said, for the alumni, "We will get it, and I know the men who not only will help start something but will also keep it moving and stay with it to the end." And so were formed the Gym Committee, and the committee from each class since '84, and the local committees. You have read their names in the *Gymnasium News*. This building is not the gift of any one set or kind of men. There are today about 3,000 contributors; the largest single gift is $5,000; one $2,000 subscription comes next, followed by thirteen donations of $1,000 each.

And how cheerfully the money has been given. From the undergraduate who put down his $25 and sent the news to father, or the other who pledged and earned his $5 or $10, up to the makers of the checks in three and four figures, it has been a gift and not a tax.

A friend said to the subscriber of the largest sum, "So he (mentioning a local solicitor) got $5,000 out of you." "No," was the reply, "he didn't get it out of me. I had made up my mind to give it before I heard from him at all."

Among the up-builders of these walls many mighty men have conspired together. Some are now stiff in the knees; others are round where once they were angular, and are as well-padded by Nature as formerly by

the outfitter's art; the slam from full speed upon the frozen earth which once they bore like rubber balls would now put them to bed for a month, and the twenty-foot slide to a base would make busy the bone-setter and the skin-grafter; some of those deep-chested runners puff as they go up the subway steps, and take the elevator for the first floor above the street; but prosperity has softened only to ripen and mellow; the fat may have reached the purse but not the heart or the head.

A believer in the conservation and correlation of energy need not mourn these changes. They have their compensations. For one who formerly at the crack of bat could connect with the sphere whizzing from three hundred feet hence can now as keenly discern the price of wheat six months away; another now runs his course in a far-away land as steadfastly as on the two-mile track; another with the same cogent vitality that gave him place upon three college teams has brought this enterprise through to its present success; another than whom no more ferocious object ever plunged through the opposing line now by contrast is making a fine career in a gentlest field of scientific medicine; of the *"curatores reverendi et honorandi"*—how great the loss of this sonorous phrase from the Commencement stage —one furnishes as keen a service to the College as on the tennis-court; another stands firm behind the administrative bat, or continues to make opportune hits for the College; while a third has lately taken up his work as a walking delegate from the alumni. Only samples these from hundreds.

And the cheering section has not been idle; its money has spoken as unitedly as its voice of yore—as its voices on the 6th and 13th of November next—and has shown

us the one glorious way in which the game can be won from the side-lines.

And the roofs of Hallgarten and the steps of Culver have brought their offerings.

These all cannot much profit by the gifts they have made. Their reward must be in the hearts of newly matriculated college generations. How delightful if we could bring them all back,—the athletes, softened, stiffened, adiposed, the restful ones, unsuppled and untoughened—cut off their cigars and cocktails or whatever indulgences of the prosperous life, put them upon the training diet of Daniel, Hananiah, Mishael, and Azariah—"pulse to eat and water to drink"—and have them meet daily for required exercise, to lay their fingers upon the floor without bending the knees, to twist that burdensome abdomen forward and backward and sideways, to touch their fingertips behind the back, to send the unwonted air swirling to the diaphragm, to repeat these restorative acts until the joints creaked and the muscles growled, to take the cure for a month.

The givers of this building have not had the full benefits of a gymnasium themselves, and their gift promises to others a better chance than their own. The highest utility of a gymnasium has never been demonstrated at Dartmouth, for which conditions rather than persons are responsible. Even when the classes were more commensurate with the floor space of Bissell Hall the students never entered with unquestioning enthusiasm into those uniform enforced exercises of twisting their healthy bodies first to the right and then to the left, extending and flexing their prehensile digits without pinching anything, though they always saw to it that the dumb-bells crashed properly upon the floor.

They have much preferred "that which is puerile, such as playing with balls, bowls, and other ways of diversion" reprehended to the pupils of the Indian School and of the College by the great founder. Perhaps even rather would they "turn the course of their diversions and exercise for their health to the practice of some manual wits, or cultivation of gardens and other lands at the proper hours of leisure and intermission from study" further recommended by the same hygienic authority.

Few men, in all the years of Bissell Hall, look back with complete satisfaction upon its opportunities; nevertheless it has been the only indoor gymnasium and full of occupation. Class exercises, romping or listless, of late the peculiar privilege of Freshmen, have there been required; weighings and measurings have been taken at long intervals, furnishing interesting evidence how men grow four years older while going through college, but little that the individual has actually used in his development; spectacular gymnasts have functioned therein, doing the giant's swing, hanging head downwards from the flying trapeze, or tumbling upon a mattress; scufflers at basketball have constantly defied the "rules of the game." Athletes have there girded themselves for the contest and there washed off its sweat and its grime, forgetting their weary muscles in the zest of victory, or finding that the acuteness of an ache depends upon how one feels; and there have come off the concert, the lecture, the play, the dinner, the ball. Its walls the most of any now, except perhaps the church, carry the faint echoes of the distinguished past.

A great instrument, like this building rising before us, will be eagerly watched for results. It is no toy,

and its usefulness will appear in applications now undiscovered; but we can foresee in part. It must come into systematic and properly directed use like the other laboratories of the College. Weighings and measurings surely will be taken at frequent intervals—an excessive undertaking—and on them will be based definite corrective exercises for the individual need, required and followed up. The physically deficient, the superficial breathers, the fish-mouthed, the narrow chested, the round shouldered, the one-sided, the undeveloped will be made to work from day to day in persistent and well-taught rectification until they can reach and maintain a passing mark. No one man can do the work thus demanded, and this building should be manned like other departments in which individual instruction is given—as all the laboratories should be but are not—not as for those who lecture to three hundred or who can do their work by three hours a week with a class, a book, and a chair, but modestly, merely so that instructors on duty six to eight hours a day, may work with divisions of about fifteen and give examinations to all, and adequate care to the deficient. An endowment is a logical consequence of the building.

This gymnasium never could have come to the College as a general gift of the alumni without the money and the determined team-work of enthusiasts for intercollegiate sports. But they may have created a rival to their own dearest love. Certainly herein lies the opportunity for those who think the athlete already too luminous, who loudly oppose competitive athletics, and depict the terrible condition in which they allege the many sit upon the grand-stand and shout themselves hoarse while the selected and pampered few strive for

the illustrated supplement, to accomplish the unattained and work out activities for the multitude which shall bear the fruit and slough the excrescences of our intercollegiate games. Thus, perhaps, would be carried out the wishes of many generous contributors who do not greatly love the public display.

We believe that those also who thought as much of athletics as of physical culture will not be disappointed in the help they will have from this great building. New problems are to be solved; conditions are constantly changing; but if intercollegiate contests and the training therefor have, as many of us believe, made college life more decent, made men more clean in mind and body, rendered malice and brutality less common, helped men to work shoulder to shoulder with others without distinction of class, taught them to sacrifice themselves to a common cause, to come to a common rallying point in after life, to send back their hopes and their aid to their *alma mater,* then college athletics will go on. They have become morally and ethically sounder during the period in which they have come to a greater importance, in those institutions that possess them instead of being possessed by them. And we look to a future of distinctly higher plane and better proportion, provided always the college administration regards them as activities to be regulated wisely rather than suppressed or allowed to run wild. Note the outlook through the sports as stated in the constitution of the Boston Playground Association,—"and through these plays and games to create a love for out-of-doors life, habits of obedience and self-control, and a keen sense of justice and helpfulness."

I venture to quote here words that I used on another occasion because I am willing, I hope Dartmouth is willing, to stand firm upon the issue they imply:

"A college is an educational institution—a point to be emphasized—not an athletic club, a hippodrome, or a box office. Athletic sports have their place in the college not as an end in themselves, nor yet as a necessary evil, but because notwithstanding some excesses they have an important part in the development of the man. And they are not doing their part if they do not teach him a clean life, steadiness, persistence to the end, fairness, honesty, obedience to law and to authority, to act as part of an organization, to make self secondary to the common purpose.

"Into the college at one end of the four years pours very raw material, and from the other end issues a refined but not perfected product. Viewed as a process acting upon the individual, the changes are vast. The graduate goes out with higher morals, ideals and ethical standards than his earlier self. The mixture of units to casual notice may seem to remain the same, but to the close observer its average opinion and standard is always changing, in some cases with surprising rapidity.

"The youthful standard of sport is crude, even barbaric—anything to win, always to win. And it is as much the duty of the institution that encourages athletic sport to bring its standards up to those of the best sportsmanship as to foster sound scholarship, scientific honesty and good citizenship. That means unwavering purpose, steady pressure in the right direction, with no more despair at slow results, or at the incoming of a new generation of the untaught, than in English or algebra, and with no more deference to hasty or oppor-

tune undergraduate votes than in the matter of holidays or examinations. On the other hand, the well-taught undergraduate becomes a clear-sighted and discriminating man, and his enlightened judgment can be trusted on all issues to which he comes without excitement or immediate self-interest."

Here then may the daring gymnasts exercise their craft upon the ropes and bars and ladders; here the faculty may practice basket-ball and self-control; here we hope will be a compulsory course in swimming with the diploma of the College in jeopardy. Here will the skilful foster and augment their cunning, the strenuous prepare for the struggles of the strong, the fit be selected for the contest and constant watchfulness be exercised to maintain their fitness. And under these spacious arches Hanover spring will not so linger in the lap of winter but that a track team can go forth in May in form to compete, and the baseball team—a full month late out of doors—will take the field as ready as those of temperate climes.

It has appeared more and more that Dartmouth's athletic strength does not lie in combinations of athletic stars who wander hither, or who are coerced by the logic of superior argument. It is not natural to wander hither; one must design to come; and students whose college course is determined by athletic argument can well be spared. Our greatest opportunity lies in the development on the spot of homogeneous teams that take the field in perfect physical condition animated by the best spirit of sport. Such contestants are Dartmouth athletes in the truest sense. And how this gymnasium will stand as a bulwark for that policy all can see.

The human male of nineteen who enters college may be called by some *"homo sapiens adolescens,"* but to me, on the average, he is a boy; and a less mature boy than formerly. This is merely stated as an observation, but it is supported by the more scientific deductions of Dr. Charles L. Dana, who said to us in his Commencement address, "I would like to be a college president just for a day so that I could send out into the market place some views about our modern eastern colleges which have of late lacked conspicuous approval because they do not recognize that modernity has delayed adolescence, and that the college boy having still an unripe brain, is not to be treated with the responsbilities of matured manhood." And he adds, "It has been my experience that a very large number of boys go to college and have responsibilities thrust upon them for which they are not physically or physiologically ready. It is very well to say that at eighteen or twenty a boy would be a man, but putting on the toga does not change the processes of metabolism. I think that it is in accordance with the laws of evolution that, as a man becomes a higher type, he lives longer, and works later; he should also have a longer childhood."

There may be abstruse reasons for this, but I mention obvious ones. Your father's father—I speak to my contemporaries—said to his son, "I will give you your time," and the instrument was signed and witnessed. If by working summers and teaching winters the eccentric lad set out to make his way through college, the father felt blameless of the doubtful experiment. Your father said, "I'll help you." But it was only by close economy and much helping yourself that you accomplished your purpose. Now you say, "I want my boy

to have all the comforts he is used to at home," and mother often comes to see that he is properly fitted out. When you were in college half or two thirds of the class were away teaching three months in the winter. As late as 1869-70 the Harvard catalogue announces, "School-keeping. Meritorious students whose circumstances require it, may, at the discretion of the faculty, be absent for a limited time, not exceeding thirteen weeks, including the winter vacation, for the purpose of keeping school." And the same custom survived at Dartmouth for ten or fifteen years longer. The student teacher, in school hours at least, was forced to early manhood.

The college boy of today has more commonly been cared for all his life. He meanders socially through the college; a smile of joy comes over his pleasant features when we tell him that he has passed, and he has only polite concern when we add that he might have done better. He can say, "I don't know, sir," with an amiable self-possession, with even a consideration for our embarrassment that in itself deserves a favorable mark. He breaks and his father pays. Sixty dollars does not seem to him an excessive price for a suit of clothes, although his father to this day finds it hard to get by a $12 suit in the window. He is known afar by his plumage. Until of late he has gone all winter bare-headed (as soon as he got over being a Freshman), without an overcoat or gloves, and exposing his ornamental hose to the weather, though better customs now prevail. In a crowd he may be thoughtless of others, mischievous, and excitable, but not discourteous, malicious, or mean. He would not stand the cruder ways of former years, and he rarely breaks out into conspicuous

inebriety or wilful rowdyism. He is a phase in a development that is not to be hurried and is much too good to waste. Whether he wakes to ambition, as we regard ambition, in his Junior year or in his Senior year, or not till after a precarious diploma, he makes as substantial a man as his father and his father's father.

If the maturing process, physical, social, mental, moral, moved evenly like a roller of the sea it could be treated effectively by indiscriminating machines. But it is more like the variety of gardens, in which the peas shoot out of the frozen ground, and the pansies smile at the unseasonable snows of May, while the limas rot in the early cold, the bush beans wilt at the breath of frost, the corn waits for the warmest sun and the late tomatoes ripen when hand-picked and laid in the dark. The soft, juicy apples of fall have no endurance, and the russets, sound and mellow in the spring, defy the teeth in the autumn. And the weeds have their varying nature and predominance—the pig-weed aggressive and obvious, but once pulled with the soil shaken from its roots it is dead where it lies; the pursley lying low, deathless until it ripens its seed, unless both eradicated and removed; and the subterranean wire-weed burrowing pestilently in all directions, putting forth on the surface mere off-shoots from the vicious life below.

So in the uneven development of the youth the longing for friends predominates for a time and he gives too much for popularity; or curiosity rules until he learns by experience the defiling nature of pitch; another craves recognition as an individual by any means that seem to give him importance; another is too superstitious in all things; another is overcome with the lassitude of growth; and in another is that strange slowness

of reaction that stimulates stupidity. Phases all. Mere study does not impress him; the world is too interesting for abstractions; he does not hear in the college talk any admiration for scholars; it does not seem a passion in the teaching staff. For years at the greatest college pageant for the recognition of scholarship—the Phi Beta Kappa initiation—not more than six or eight of the faculty have been present.

There is the familiar story of the athlete who after a brief connection with the college averred that the only unsatisfactory condition in college life was "those studies," and this has its equally significant obverse in the instructors whose work would be wholly congenial if it were not for "those students." Perhaps in passing from the *in loco parentis* to the "at owner's risk" position we have ignored conditions that are fundamental and vital.

Let us agree without argument, although we may state it in different forms, that the chief office of this or any college is to make men,—fit to serve their day and generation, and that a common quality of the man-stuff, the lovable college boy with his immeasureable possibilities, is that his soul is reached through his body.

Now into this scheme of a college to make men, comes as an adjuvant, subordinate to the great end, this noble building.

Its prime function shall not be to make athletes, though we hope it will make more than ever; nor acrobats, though doubtless they have their uses; nor for the calisthenic drills, of unquestioned advantage; nor as a playground for games. But to bring the bodies under subjection, to hold the coming men steady while they are gaining their balance and their outlook upon the

world; to be a well-adjusted part of the great plant that is sending forth others to shoulder the burdens and take the places by and by, of those of whose helpfulness this gymnasium is a token. (Applause and cheers.)

The student body having sung several College songs, Chairman Hall rose and thus introduced the next speaker:

No celebration of the laying of the corner stone of this building would be complete without a word from the man who is entitled to much credit, both as the one who generated the force which brought the matter to the attention of the alumni, and who also is largely responsible for the general arrangement of the building. To a Dartmouth audience, the speaker needs no introduction; to our friends and guests, I have the pleasure of presenting Dr. John W. Bowler, Director of the Gymnasium. (Applause.)

ADDRESS BY PROFESSOR BOWLER

Dr. Bowler, in giving a retrospect of the gymnasium movement, said:

Bissell Hall, Dartmouth's old gymnasium, was built in 1867, forty-two years ago. There were at that time only 331 students in the college. In September, 1901, when I first came to Hanover, the College had already outgrown the facilities of the gymnasium, and the problem of doing efficient work in the department of physical education was increasing in difficulty with the constant and large increase in the size of the student body.

For some time we lived in the hope that some friend of Dartmouth would give us a new gymnasium. Rough

plans had even been designed, in accordance with this vague hope when the burning of the old Dartmouth Hall in February, 1904, made an immediate and imperative demand for its replacement. The urgent need of a new gymnasium had properly to await the satisfaction of Dartmouth's greater need.

But when the new Dartmouth Hall had been completed in the spring of 1906, it seemed that the time must be ripe for another gymnasium campaign. New designs were prepared, and this time on a new and different plan. By April, 1908, confidence had risen to a point that seemed to justify an interview with the president of the College. In this interview, plans were discussed in a general way, and permission was requested to solicit funds for the proposed building from the undergraduates and the alumni of the College. Dr. Tucker gave the desired permission, and with it a great deal of the most valuable advice,—one of the countless instances in which the College is indebted to him for unheralded assistances.

Rough, small pencil drawings of the plans were then turned over to certain students in the Thayer School,—I regret that I cannot recall and record their names,—who prepared pen-and-ink drawings on a larger scale. The campaign had thus been brought to the stage of publication.

The editor of *The Dartmouth* kindly agreed to pay for the line cuts of the plans to accompany the news "story" of the proposed building and the projected campaign for funds.

May 8, 1908, the plans were described and illustrated in *The Dartmouth,* with the statement that if the student body would subscribe ten thousand dollars, the

matter would be brought to the attention of the alumni. As a sequel to this publication 101 members of the senior class attended a meeting, held in D Tuck Hall, Monday evening, May 11. The plans were explained to them in detail and the method to be pursued in raising the necessary funds. As a result of this meeting a sum of $1,835 was subscribed. The same method was followed on the three succeeding evenings with the following results. The Junior class subscribed $1,790, the Sophomore class $2,664, and the Freshman $3,220. During these days some of the students who were unable to attend the class meetings, handed in their subscriptions, bringing the amount subscribed, at this time, to about $11,000.

At this point, as the movement seemed to have good support, it was deemed advisable to organize a committee to formulate plans to carry the campaign to a successful issue. A general committee was therefore first formed and a short time thereafter this general committee was supplemented by an alumni committee, having in all twenty-three members, a representative for each class from 1885 to 1907 inclusive. The work that this committee has done, and is still doing, is most praiseworthy. Scattered as many of the members of these various classes are, it has required time, money, and great patience to carry on the work, since many letters had to be sent abroad to various countries, as well as to alumni in every one of the United States.

It should be added, however, that many voluntarily subscribed and in some cases more than what was expected; thereby lightening the burden of the committee and affording them needed encouragement.

It seems especially fitting at this time to mention the advantages this type of gymnasium has over others. In the west wing there is to be a full-sized baseball diamond on the soil, the same as a "skin" diamond; this will enable an entire infield to practice in their regular positions. When it is not in use for baseball, tennis courts will be marked out and those interested in tennis will be permitted to use the courts. Arrangements will be made whereby the posts and nettings can be removed or replaced in a few minutes.

In the west wing, there will be ample room for all branches of track and field sports. A space will be allotted to each of the following sports:—high-jumping, broad-jumping, pole-vaulting, shot-putting, sprinting and hurdling. A straight-away, 120 yards in length, for sprinting and hurdling will be one of the features. Surrounding all these will be a running track about seven laps to the mile and not less than ten feet wide. A floor is to be laid in the east wing about twenty-nine feet from the ground; this floor will contain hand-ball and squash courts, boxing and fencing rooms.

Directly over the running track in each wing will be a gallery at the same level as the trophy room. This gallery can be used by those who desire to train for indoor athletic games, where short spikes are used. The track beneath the gallery will be the same as an out-door track, where long spikes may be used.

The building will be well equipped with modern lockers and bathing facilities, with separate rooms for the home teams and the visiting teams, with private lockers, bathing and toilet facilities. There will also be a number of rooms for the use of the athletic council, man-

agers of the various teams, as well as rubbing and drying rooms.

The gymnasium hall where the class exercises are to be conducted will be 200 feet by 80 feet. Arrangements can be made whereby three basket-ball games can be played concurrently and still leave ample room for conducting a larger class in gymnastics than can be accommodated in the present gymnasium.

The trophy room alone will be larger than our present gymnasium. This room will contain cases, etc., for the proper care of athletic trophies, and will also contain the white enamel bricks which will bear the names of those who have made it possible to erect this building.

The building will cover approximately 47,680 square feet, as compared with the 4,000 square feet of the present gymnasium. In other words this gymnasium will cover about six times the area that Dartmouth Hall does. Not least worthy of mention is the fact that it will cost but from 25 to 40 per cent of what others have cost that have been built within a decade, with fewer facilities than this building will contain.

We may be asked, What benefits will the Dartmouth students gain in this new gymnasium? With its great facilities, it is expected that all students, as well as most of the faculty, will become interested not only in one branch of physical training but in the general upbuilding of their bodies.

It would be unsafe for a physical culture enthusiast to attempt here to depict the benefits that the newest Dartmouth is to reap from the structure soon to be completed. It may be permitted me, however, at least to allude to the sane body that supports the sane mind, and to express the belief and hope that the building will be

a powerful aid to our new president in realizing his ideal of balanced manhood as the proper goal of the college. (Applause and cheers.)

LAYING OF THE CORNER STONE BY PRESIDENT NICHOLS

Chairman Hall, in introducing President Nichols, said:

President Nichols, in the great work which lies before you this building will have its part. It will make for good in the welfare of Dartmouth College. It will help to maintain her prestige, to preserve her traditions and to make her men.

Moreover, it will stand as a lasting monument to the loyalty of her sons—the loyalty of action and of sacrifice. That same loyalty, in behalf of her students and her alumni, I now pledge to you, "instant, constant and unfaltering"; and as a token of that pledge, I present you this trowel and request that with it you do now lay the corner stone of the Alumni Gymnasium. (Applause.)

President Nichols then proceeded to lay the corner stone, in which had been placed a sealed box containing

The Original Circular appealing to Alumni for contributions:
A File of the "New Gymnasium News";
Copies of last issues of
"The Dartmouth,"
"The Dartmouth Magazine,"
"The Jack-o'Lantern,"
"The Aegis";
The Address of Dr. Bartlett;
The Retrospect of Dr. Bowler;

The Program of Exercises;
The Program of the Inaugural Ceremonies;
A Copy of the History of Dartmouth Athletics.

In laying the corner stone, President Nichols said:

In the name of God, the Father, Son and Holy Ghost, I declare this stone to be the corner of a house devoted to that training of the body which shall make it the sturdy, obedient servant of the mind and spirit of man.

The entire audience joined in the "Dartmouth Song," after which there was a procession to the campus.

This closed the exercises of laying the corner stone of the new gymnasium.

DINNER TO DISTINGUISHED GUESTS, GIVEN AT COLLEGE HALL BY THE TRUSTEES

At half past seven o'clock in the evening a dinner to distinguished guests was given in College Hall by the Trustees of the College. More than four hundred persons were present. Charles Frederick Mathewson, Esq., A. M., LL. B , of the Board of Trustees, acted as presiding officer. After calling the assembly to order Mr. Mathewson appropriately introduced the following speakers in turn: Governor Henry Brewer Quinby, The Right Honorable James Bryce, President Abbott Lawrence Lowell, Ex-President James Burrill Angell, President Jacob Gould Schurman, President William DeWitt Hyde, President Woodrow Wilson, President Emeritus Charles William Eliot. The full procedure is here given:

Mr. Mathewson. Mr. President, guests, alumni, friends, and ladies above all (laughter), one splendid administration has come to a close and another has been begun. The inauguration of Dr. Nichols has occurred under the happiest auspices—blue sky overhead, the autumn tints of the hills surrounding, and in the presence of this great and notable assemblage; and he is now peacefully on his way. But immemorial custom seems to dictate that every occasion of this importance shall terminate with a banquet, so-called, and Dartmouth early adopted this convention; for, as you were today informed, at the first commencement in 1771, Governor Wentworth with about sixty other guests was present to partake of the commencement repast. That repast, as the chronicler indicates, was simple but

sufficient. It consisted of an ox and a barrel of rum (laughter)—food and drink mingled in about equal proportions, with some features to which our modern academic banquets afford a depressing contrast. (Laughter.) No wonder that the Governor, shortly after leaving, sent to the president of the College a silver tureen of significant shape and proportions; but this now seems to have descended to the use, and the sole use, of being transferred from predecessor to successor in recognition of what was, but is not. (Laughter.) *"Troja fuit, non est!"* (Laughter.)

It seems to be equally necessary that at these repasts there shall be a toastmaster and that certain gentlemen present, preferably distinguished guests, shall submit to a reasonable amount of imposition in the matter of the delivery of after dinner speeches, in order that the balance of us may be entertained.

But first I desire to return, in behalf of the Trustees of the College,—the Corporation—our cordial and heartfelt thanks and acknowledgments for this splendid outpouring of guests upon this occasion. We know that you have come, many of you long distances, consuming a considerable time, at great inconvenience to yourselves and, no doubt, to the institutions with which you are connected. We thank you; we cordially thank you. You have done much to make these exercises so impressive; you have given a demonstration of scholastic sympathy which will not be forgotten. We shall always recall your presence with pleasure. We look upon it as a recognition of the splendid history of this College, as a compliment to the administration which has passed and as an inspiration and a hope for that which is to come.

We are the more indebted to you in view of the fact that Hanover was not selected as an educational centre by reason of the excellence of its transportation facilities or of its contiguity to great centres of population. Even Eleazar Wheelock complained, as early as that day, that the springs of his phaeton were "sorely tried" in the trip from Connecticut to Hanover; and we read that the transportation at the same time, at his order, of about "five hundred gallons of New England rum," which were imported by him—so he said—in order to ingratiate himself with the savages (laughter), was accompanied by great creaking of axles as this heavy load passed over the country roads. I may add that the character of the commencement banquet of 1771 has led to some skepticism as to whether the entire consignment was in fact employed for the benefit of the savages. (Laughter.)

It is always a great pleasure to have with us the Governor of the State of New Hampshire; it is an even greater pleasure to have him present when he is the estimable gentleman who now occupies the executive chair. (Applause.) He favored us at Commencement last June; he has favored us again today. He has honored us by his attendance, and he was promised, in my absence from the country, that he should not be called upon to say anything tonight. But I left no power of attorney by which any one might grant such a release; and, accordingly, with much urging, he has consented to respond in a word for the State of New Hampshire, which has been so loyal to the College and to which the College has been and will in the time to come be equally loyal. (Applause.)

ADDRESS BY GOVERNOR QUINBY

The annals of our State do not record the presence at any one time within our borders of such a notable gathering of distinguished men as have gathered here today to honor this splendid institution and to honor our State. I have promised the toastmaster that I would not occupy your time at any length this evening; but, as an adopted son of old Dartmouth by a two-fold tie, and a loyal one, I feel called upon to say a word of greeting, not only as a son of Dartmouth but as the chief executive of this State. I tender those guests from abroad a most cordial welcome to the Granite State. May your stay here be one of unalloyed pleasure, and may you carry away from beautiful New Hampshire happy and lasting memories of your sojourn with us. (Applause.)

Mr. Mathewson. Any meeting which boasts the presence of the distinguished Ambassador from Great Britain is itself distinguished on that ground alone. Dr. Bryce this morning referred to the fact that there had been differences between our two countries and that they were now happily passed. I am sure that no body more cordially than this can re-echo that thought.

Ordinary occasions count for nothing; it is times of stress and distress which count. At the time of the assassination of the late President McKinley, it was my fortune to be in England, arriving on the morning that the news was published. Far from home, the shock was inexpressible. For the ten days that he lingered between life and death we were surrounded by solicitude, anxious inquiries, every exhibition of distress; and it seemed to me sometimes that if the King himself had

been stricken the anxiety would hardly have been greater. How frequently was reference made at that time to the beautiful message which President McKinley sent to the King on the occasion of the then recent death of Queen Victoria! When the end came, every paper in Great Britain which I saw appeared in mourning lines; and when, a few days later, in the great church of St. Giles at Edinburgh, I attended the memorial services to the dead President, and saw the Lord Mayor and his council in their robes of office, the officers of the garrison and all the most estimable of the population of that historic city gathered together to do honor to our dead, and the old moderator, certainly more than four score years of age, with hair as white as snow, thrice break down in the midst of his prayer when referring to our stricken country and to the widow who was left, I made up my mind that every son of St. Andrew and St. George was a brother of mine, wheresoever he might sojourn or whensoever he might be met. (Applause.)

It is, among other things, because Dr. Bryce stands for this sentiment of sympathy and unity that we love and esteem him as we do; and while he, too, secured a promise in my absence that he should not be called upon to speak except at the morning exercises, he has kindly waived his ambassadorial immunity and consented, at a moment's notice, to say an additional word to us at this meeting, because we so care for him that, not knowing when he may return—although we hope it may be soon —we desire to hear his voice once more before he leaves. (Applause.)

ADDRESS OF AMBASSADOR BRYCE

It is only a very few words that I should think of offering to you at this moment nor did I intend to offer any, though my sense of loyalty and obedience to constituted authority is so great that I cannot dispute the demand of the toastmaster. I thank him for the allusion he has made to the incident which showed the real sympathy that unites the people to which I belong with your people here. That was felt, also, at the death of President Lincoln. No event in my memory ever produced so terrible a shock, a shock which everybody felt as if it were a loss of his own, as was felt when we heard in London of the death of President Lincoln. I do not suppose any one who has ever lived in England, or even stayed there long enough to understand the sentiment of its people, would doubt for a moment the truth of what you, Mr. Toastmaster, have said.

Gentlemen, an English university man, who was at one time a professor in Oxford and who has always retained the liveliest recollections of his university life, must naturally feel the greatest possible interest in being present at university gatherings in this country, and at times it seems to me that the true nature and character of the American people, the things which appeal to their feelings, the things around which their minds play, are best to be seen and best to be understood, by those who can read such an index of thought and feeling, in connection with the universities rather than in connection with the ordinary course of party politics. I have always felt that there is a vast deal of your life that does not express itself in your politics, and indeed that does not express itself in your business

either, but which expresses itself best through your university life, as the efflux and expression of your life of thought and emotion, a current with less foam on the surface than the current that bears your political fortunes, but not less deep and not less truly indicative of the inner character of your people.

In coming here to see you today and to be present at this celebration, there are three things that have particularly impressed me. The first is—and upon this I desire to offer my congratulations to you, Mr. President,—the abundance of work that there is for a college president to do. A strong and vigorous nature is never so happy as when it sees more work to be done than it is possible to overtake; and I can congratulate the President upon the enormous number of difficult and delicate questions that await his solution. And indeed we may congratulate the other college presidents in the same way, because at another interesting university gathering, in Cambridge, last week, the moral of what we saw and heard was the same.

When I come to one of these gatherings I perceive that the surface of American university life is positively seething and bubbling with questions and problems concerning everything that relates to the organization, studies, teaching and examinations in your universities and colleges. That is a fine thing, because it is an index of vitality; it is a very attractive thing to an observer. I am almost tempted to enter into the discussion of some of these very interesting questions, upon some of which our English experience might throw a little light. But I have arrived at that period of life when it has become much pleasanter to ask questions than to answer them. Therefore, my contribution to the solution of these diffi-

culties which are going to engage the thoughts and add to the pleasure of the life of your President, would be not to advance my own views, but to suggest a certain number of difficult questions as fit subjects for controversy. When I see around me so many distinguished college presidents and ex-presidents, all of whom are eminently qualified to bear a part in these discussions, and some of whom have been doing so in the last few months, I feel tempted to imitate her who threw down the apple of strife in the Peleian banquet hall among the Olympians, and to invite these college presidents and ex-presidents to discuss these questions in our presence. (Laughter.) I think, ladies and gentlemen, that I could ask more questions in five minutes than they could settle in a week: such is the variety, such is the amplitude of your university life; and I am the more tempted to do so because it isn't my business. (Laughter.) There is nothing so pleasant and natural as giving your views on matters which are not your own business. Being subject to the painful disability of sitting here and listening to you discussing a great variety of political and local questions, upon which my official position debars me from expressing an opinion, and being deeply interested in your fortunes and a graduate of several of your universities, I am the more inclined to jump in and take part in university controversies. (Laughter.) However, I think it is too late to do that tonight. I will imitate the theological lecturer at one of our English universities who said to his class, "Gentlemen, we are now arrived at one of the most difficult parts of our dogmatic course. Let us approach it cautiously; let us walk up to it; let us look it in the face—and let us pass it by!" (Laughter.)

I will pass it by, and will come to the second point which has struck me particularly here in Dartmouth, and that is the great beauty of your natural surroundings. It appears to me that a large part of what Dartmouth has been able to achieve through the distinction of its famous graduates must have been due to the stimulating influence of your air and your scenery. I don't know that I have ever wished more to be an undergraduate again, so that I might go out on long walks with friends through these romantic valleys, these lovely woods, and to these hill tops from which you get such charming prospects up and down the valley of the Connecticut River. Being taken today to the top of your observatory, I looked out to the east and saw a most beautiful ridge, partly wooded, partly showing glades and open slopes of sunny pasture, and I asked whether that belonged to the College. I was told that it did not yet belong to Dartmouth College, but that it was likely some day to belong to it. I cannot help feeling that if I were a resident here there is nothing I would try more to do than to secure the possession for Dartmouth College of that beautiful piece of hill and wood, because I don't think there is anything that contributes more to the joy of undergraduate life than having around you places where you can ramble between the intervals of your studies and can draw peace and joy from the sights and sounds of nature.

That brings me to the third and last point that presents itself to my mind today. It is the passionate attachment which the alumni of your American universities and colleges have for them. I suppose, in the case of Dartmouth, that this may be partly due to the delightful surroundings, the romantic scenery, in which

your student days were passed. But I don't know of any similar feeling equally strong in any other country. The German universities cannot have it, because in Germany, although the students are very fond and very proud of their universities, it used to be, and I dare say still is, the custom for a student to go to more than one, and sometimes to three universities. He takes a part of his course at one, a part at another, and a part at still another. So his allegiance is always divided. Neither is it the case in England, because, owing to our peculiar constitution, the universities are too large, and there are too few of them, to attract this special devotion of their alumni; whereas the colleges within Oxford and Cambridge are comparatively small, and, although they lay a great social hold upon their members, especially those of their members who belong to what we call the foundation—that is to say, the fellows and scholars of the college,—they do not lay the same hold upon the affections and upon the memories of the ordinary students. Although we do have college gatherings, I do not think they excite the same amount of feeling as yours do. They do not gather the same number of men at the celebrations, and there is not the same display of enthusiastic affection that you have here.

This spirit of attachment to the college seems to me a fine thing, a noteworthy thing and a very useful thing in your country. You are divided into a great number of sovereign states, still for some purposes distinct, and maintaining a great deal of commendable local pride; but the boundaries of your universities transcend the boundaries of your states, and, although Dartmouth College is pre-eminently the college of New Hampshire, and New Hampshire, as the Governor has said, is proud

of it, and worthily proud, it is still true that there are a great many men among your alumni from outside the boundaries of New Hampshire who do not yield at all to the New Hampshire men in their zeal for the college. Therefore, your net-work of college affiliations oversteps the boundaries of the states and gives the colleges a connection with almost every part of the country. That is an interesting phenomenon to which we have nothing quite similar, and it seems to me to add a great deal to the utility of the college tie that it stretches out over a vast country like yours, and that the alumnus of one of your colleges, when he finds himself in a distant state, feels quite certain that, if worthy of regard, he will be entitled to the sympathy and help, if necessary, of any of the alumni of that same college, not only those of the same class but those who have been earlier or later, wherever he may find them. It gives the college a great sense of its mission and power, when it has this large body of alumni all over the country, all looking to it, all interested in its fortunes, who can all be called upon when some special effort is required to come to its help. It adds to the dignity of the college, and I think it adds an interest to the life of the university man himself, who feels that he is able to look back, still having a tie to the place where those bright and happy student years were passed and where those friendships were formed in which lies so much of what is best in life. College friendships are, perhaps, after all, the very best things we take away from our colleges. They make much of the worth and the joy of life.

This devotion of the alumni to the College appeals to me as one of the most remarkable features of your educational system, and makes me wish that we were able

in England and Scotland to knit a tie so close and so enduring as the peculiar circumstances of America have enabled her colleges to have with their alumni. It is a great pleasure to be in a gathering animated by such a spirit and to feel that the life of the College, centering here, is throbbing and vibrating all over the United States, wherever its alumni have gone. In the attachment of the alumni there lies a great part of the strength of American universities and colleges, and in the American universities and colleges there lies a great part of the strength of the American people. (Applause.)

Mr. Mathewson. It is a source of great regret that President Hadley of Yale University was unable to remain to this banquet. Yale is the mother, or perhaps the grandmother, of Dartmouth, since Eleazar Wheelock, being the father of Dartmouth, was a son of Yale —I will not attempt to define the exact relationship. But, while Dr. Hadley is himself unable to be present to respond, he has sent this message, which I now have pleasure in reading:

MESSAGE FROM PRESIDENT HADLEY

The *Alma Mater* of Dartmouth's first president sends cordial and enthusiastic greetings to her last. For a hundred and forty years Yale has not ceased to hold Dartmouth in the highest honor. For a long time the northern outpost of American learning, Dartmouth has stood, like Durham of old, "half house of God, half castle 'gainst the Scot." She has at times ranked first among American colleges in numbers; she has always stood in the front rank for the maintenance of standards and the making of men. Never in her history has this

leadership been more marked than under the wise administration of President Tucker. We congratulate the incoming president on the heritage into which he enters. We believe it will become under his hands larger and more glorious than ever before.

(Applause.)

Mr. Mathewson. I may observe that if this castle has ever been held " 'gainst the Scot," it has fallen on this occasion with ridiculous ease before the attractive personality of the present Ambassador from Great Britain. (Applause.)

In casting my eyes over our distinguished guests, from all of whom we would like to hear, but from very few of whom we will be able to hear in the short time at our disposal, we naturally would first call upon the representative of Harvard University, our neighbor and the first institution of the kind established on American soil, and welcome her new president upon his first appearance, since his induction, at an academic function.

Although still in his swaddling clothes as a president, he brings to that position ripe experience in many fields. Taking up the study of law upon his graduation, a distinguished practitioner for many years, he thus became a member of the "only class in which," it has been said, "ignorance of the law is not punished." In the midst of an active practice, he found time for study of the science of government, and produced works in relation to parties and politics at home and abroad which are classics in their way and are recognized authorities upon the subject with which they have to deal.

He comes to grasp a standard already far and high advanced. We wish and we predict that with firm hand

he will plant it even farther and higher, and that, when he lays down that standard or passes it to another hand, he will receive the verdict of "well done," to which his talents and his zeal entitle him.

I have much pleasure in presenting to you the infant president of the oldest university in America, Dr. Abbott Lawrence Lowell. (Applause.)

ADDRESS BY PRESIDENT LOWELL

To make a speech after dinner is apt to be as little enjoyable to the speaker as to the audience; but in this case it is a pleasure to express my gratitude for the honor that has been done me today and for the right in the future to feel an even greater and peculiar interest in Dartmouth.

President Nichols, it is the custom, I understand, in all societies, for the last person admitted to act as mentor to the next neophyte. The practical psychologists and sociologists have not yet made a study of college presidents (laughter). Doubtless they will do so in the future and we shall have all their qualities statistically arranged. We shall know just their value for purposes of advertisement on public occasions; we shall know just the percentage of solid matter contained in their very fluid discourses. We shall know many things about them.

But, in the first place, we have tasks ahead of us which we know. It boots little to inquire whether the colleges of America are better or worse than they were in our fathers' day. Our problem is with the future and not with the past. The work of the past thirty years in our colleges has been immense. To future genera-

tions it will probably appear almost incredible. But you and I, sir, may be thankful that there is still work left for us to do.

Progress in human affairs is a great deal like a boat sailing to windward. She sails first on one tack and then on another, for it is impossible for a boat to sail in the eye of the wind; also, it is impossible for man to progress directly towards truth. He must reach it by over-accentuating one point at a time, and the point which, it seems to me, it is necessary for us to accentuate in the future is the moral side of intellectual attainments. There is very little use in our comparing ourselves with the community about us and saying we are but the product of that which lies about us and that we cannot rise above the level of the stream from which we have come. Was there ever any community which was so ready in its private munificence to encourage and reward scholarship as ours today? Was there ever any body of men who were so willing to give their money to objects in which they, themselves, have no interest? Was there ever a time when men were so ready to contribute to the enlightenment of their fellow men when they, themselves, were not enlightened, as we find in our own community at the present day? How many men, who themselves failed of a college education, who look back and wish they had it, give money to help others to get it, and give money to help along research which will add to the sum of human knowledge?

In looking at the gifts that have been made to our country in ways of that sort, can we say that we have no right to insist that our country shall develop among its students a higher aspiration for scholarship than exists at the present time? It is not a question of

whether there has existed more in the past; the question is, whether what has existed can be increased in the future.

Mr. Bryce has said truly that no man is happy unless he has more to do than he can do in the twenty-four hours of the day. I will say more than that,—that no man who is working for a moral aim can feel that he has put his standard high unless he is sure to die a disappointed man.

I think that no one who is connected with our colleges can fairly set his hand upon his heart and say that he is satisfied with the respect and admiration in which scholarship is held by students in our colleges. I think no man connected with any educational institution can lay his hand upon his heart and say fairly to himself that he is satisfied, completely satisfied, with the kind of men that we are recruiting for the future instructors of youth in our graduate schools. I do not say that there is not a great deal of admiration for scholarship. I do not say that we are not recruiting a great many good men; but I say that we ought to recruit more and that the stream ought to rise higher than it is today.

That is a moral question, and moral questions must be met largely by moral means. As President Nichols said today, and said rightly, we need larger rewards for our scholars; we need larger rewards for our university professors. The pay in many cases is pitifully small. Nevertheless, that is not the whole question. Many men today go through college to whom the rewards in pecuniary ways are unimportant, and who have the brains to devote themselves to the advancement of learning, but who prefer to go into one of the active occupations of life. Why? Simply because we

have not made them feel, as we ought to make them feel, that the career of the man who devotes himself to culture of the things of the mind, to improving the sum of human knowledge and distributing it among other men, has the greatest and noblest career that a man can by any possibility go into.

And let me say just this, more. Let us not compare ourselves among ourselves. Let us not say, "True, that may be so; but, then, it is a little better with us than it is in some other places or most other places." Comparing ourselves among ourselves is not wise. The spirit of "holier than thou" makes few converts and no friends. There is a tale told in Trevelyan's "Life of Macaulay" of how his father sent a shipload of missionaries to the coast of Africa. In order that they might better succeed in reaching the natives, he sent missionaries of different denominations, and they quarrelled so on board ship that they all had to be put ashore; which, as Trevelyan says, reminded him of the boy who took his master's game cocks to the pit in one cage. They tore themselves all to pieces, and the boy said, "Why, I should think they would have known that they were all on the same side." (Laughter.)

Let us remember this, that no president of a university, no professor in a university, no alumnus of a university, can do anything for his own *alma mater* that is not also benefitting every other college in the country. (Applause.) That is more particularly true of any moral pressure, of any moral influence that he may exert, for there is no alumnus of any college whose attitude towards the aspirations for scholarship in his own college does not contribute to raise or lower the general code of the student body in every other college. It is

that fact, that in raising our own college we raise every other college in the country, which makes the dignity, the pleasure, and the delight of working for one's own *alma mater*. (Applause.)

Mr. Mathewson. But a few years ago, even within the memory of the toastmaster, a Western university was viewed askance by those of the East. It was doubted that it could present the thoroughness of preparation, the culture and efficiency which prevailed in institutions of longer foundation. One man, first and foremost above all others, demonstrated the fallacy of that theory, and he is present as our guest tonight—a man of many sides, with a mind of wide compass, a graduate of Brown, a member of her faculty, for five years President of the neighboring University of Vermont and since 1881, President of the University of Michigan.

He has found time to devote to high public service. He has served upon various governmental commissions, including the Deep Waterways Commission and the Fisheries Commission, being chairman of the latter,—work in which great tact and judicial judgment were required. He has also, as was said this morning, represented his country in diplomatic posts; and, again, has given of his strength to the duties of a regent of the Smithsonian Institution.

After thirty-eight years of service at Ann Arbor, he has retired, esteemed, full of honors, a striking figure. He has come a long distance to do honor to this occasion and to this College, and it is with no ordinary pleasure that I present to you Dr. James Burrill Angell, late President of the University of Michigan. (Applause.)

ADDRESS BY EX-PRESIDENT ANGELL

My first duty and my great pleasure is to recognize the honor which the authorities of this College have this day conferred upon me, for, in spite of all the kind words which the chairman has just seen fit to use in respect to me, I am still much puzzled to know why you have chosen to make me a son of Dartmouth today, to introduce me into this large and distinguished family to which you all belong. I have been wondering whether perhaps the authorities had got something of the passion of adoption which an estimable lady whom I know in the West had. After having adopted several sons she has lately formed the idea of adopting a grandmother (laughter), so that, she says, her children may have the great luxury of looking upon a grandmother. I have been wondering whether perhaps you have decided to adopt a grandfather and bring him in among these younger graduates, that they may have the luxury of looking upon a grandfather among their alumni. (Laughter.)

However that may be, I thank you most heartily for the great kindness which has prompted this act. I am very glad to be a link between Dartmouth College and the University of Michigan, for you have rendered us great service in the past. You gave to us years ago that genial and skilful surgeon, remembered I am sure with great delight by many who are here tonight, Dr. Ben Crosby, whose irrepressible humor made sickness almost impossible in his presence. You gave to us also that brilliant scholar and profound philosopher, George S. Morris, whose reputation is known with honor upon both sides of the Atlantic. Alas! alas! both for you and

for us, remorseless death robbed us of both of them in the very prime of their years!

We have tried to compensate you in part, as I hope you will believe, by sending to you three of your present faculty, who, I hope and believe, are rendering you worthy service in our name and in yours.

The fact to which the toastmaster has briefly referred, that there is such an intimate connection now between the East and the West in all our work of education is indeed a very pleasing fact to me. You have chosen now to take as your chief executive a native of the West, and we desire now to thank you for this. We have been proud of his scientific achievements, as you have, in the days that are gone, and perhaps it is not improper for me to remind you in this connection of a conundrum which, perhaps in our vanity, we in the West sometimes propound. Some of you may have heard it, even in the East. It is this: "Why were the Wise Men of the East, in the Scriptures, so-called?" The answer that we give in the West is, "Because they went West to find their leader." (Laughter and applause.)

It is inspiring for us of the younger institutions to stand here upon this historic ground. When we remember through what great trials Dartmouth has reached her present high estate, through what years of poverty she passed, what years of local political dissensions, what years of tumult in the Revolutionary days, what years of litigation in her great attempt to prove even her right to live, we may well understand how it is that now, in these brighter days, Dartmouth draws to her halls ingenuous youth from all parts of the nation and sends them out into all the world with her own spirit of virility and manliness. We of these younger institutions, and

especially we of the western institutions, wish her all prosperity in the years that are to come. With one voice we all join in exclaiming, *"Esto perpetua!"* (Applause.)

Mr. Mathewson. Midway between the East and the West, from which responses have been heard, is a great university, largely endowed by private funds, but in which the State of New York takes such an interest that it might almost be called in the best sense a state university, and at the present time it is experiencing high prosperity under an extremely able executive. Born in Prince Edward's Island, the recipient of the Canadian Gilchrist scholarship in connection with the University of London, studying broadly thereafter at London, Paris, Edinburgh, Heidelberg, Göttingen, in Italy and elsewhere, we recognize in him a master in political economy, a great servant of the state upon the Philippines Commission, a man of broad and illimitable energy, and since 1892 he has occupied the position of president of Cornell University.

There is no customs duty upon the importation of college presidents. From a somewhat careful examination of the recent act, that is the only product which I find—altogether without limitation, upon the free list (laughter), and I may say that Cornell University, or any other institution, would have been justified in paying a very high *ad valorem* duty to procure the services of this distinguished citizen, had it been necessary so to do.

We have a special interest in Cornell, too, at the moment, from the fact that President Nichols in 1891 and 1892 held the fellowship in physics at Cornell,

going I think from there to Colgate for his first professorial appointment.

I know we shall all be pleased to hear from the President of Cornell University, Dr. Jacob Gould Schurman, who honors us with his presence tonight. (Applause.)

ADDRESS BY PRESIDENT SCHURMAN

I desire to thank the trustees and faculty of Dartmouth College for the great honor which they have bestowed upon me today. I regard it as a very delightful privilege to be enrolled in the Dartmouth brotherhood. I also congratulate Dartmouth College upon having taken for its new president, in succession to President Tucker of glorious fame, an alumnus of Cornell University, a gentleman to whom we gave a doctor's degree after three years of successful work at the University.

The quality of the man is revealed in his address today, an address keyed to a fine idealism, sobered by the practical judgment of a wise man and the fruitful experience of an educator and investigator. One truth among many he uttered I think most profound and timely. Our colleges and universities, he said, need in their faculties men who specialize, but not specialized men. I recall that your new president, when a student with us, himself illustrated this ideal. Devoted as he was to physics, he nevertheless in those years was deeply interested also in philosophy and in literature; and I venture to say that, if he recalls with gratitude today the name of his principal teacher, our eminent physicist, Professor Edward Leamington Nichols, he will rank

only second to him as an influence on his mind and character our nobly inspiring Professor of English Literature, Hiram Corson. (Applause.) Surely it is a circumstance of unusually happy augury that you should have in your president a man who, in his tastes, in his experience, and in his training, illustrates the profound precept which he has laid down for the determination of the calibre of our faculties.

Your new President has many problems before him. Judging from what some of us are going through, these days, and have gone throught in these later months, it might seem to a visitor from Mars as though the first qualification for a college president were robust health and good digestion. We had last week at Cornell University a visit from the Commercial Commission of Japan, some seventy or eighty distinguished Japanese; and one of them in his speech observed that America was a land where there were many wonderful things to see, enormous banquets to eat, but no sleep or rest. (Laughter.) Tireless days and sleepless nights, sir, are before you; but I add, for your consolation, that no matter how many banquets you may be called upon to share in, you will not likely find in these degenerate days such an Homeric banquet as characterized the first Commencement of this institution. (Laughter.)

But there are many problems before you and all college and university presidents now calling loudly for solution. I think it very fortunate that one of the typical New England colleges has called a new type of president to participate in the solution of these problems. The New England colleges—I am not speaking of the large universities—have selected as their presidents clergymen, or, in these later days, men distin-

guished by humanistic culture or philosophy; but, so far as I know, no New England college has selected a scientist as its leader. A generation ago the thing would have been deemed inconceivable. Science was supposed to be at war with religion; yet your president discussed in a very reverent and thoroughly appreciative way the religious problems of this and similar institutions. A generation ago it was said that the devotees of science, while they appreciated intellectual training, let the emotions, the imaginations and the sympathies dry and wither. The address of your new president showed a very clear appreciation of the fact that man is not pure intellect, and that the training of the sentiments, of the emotions and the imagination, is a highly important part of education.

I am glad, and profoundly glad, that at last in a typical New England college, which has stood preeminently for humane culture, a scientist is called upon to give us his view of these great problems. The presence of so many representatives of different colleges and universities in this hall shows that these problems concern not only one institution but all institutions alike. There are problems peculiar to old universities; there are problems peculiar to new universities; there are problems peculiar to state universities; there are problems peculiar to endowed universities,—but, underneath all these differences, there is the common problem of the training of manhood. That, too, was indicated in the inaugural address. However much we may differ on other and minor questions, the end we have before us is clear to us all, and we all confess our allegiance to it.

It is the problem with which, according to Aristotle, Nature herself is travailing, for the end of Nature is

the production of man. It is the object which, according to Lessing, the course of history is providentially accomplishing, for history is the education of the human race. Colleges and universities stand for that function; they co-operate with Nature and with Providence. Professors and instructors are consecrated priests at the altar of liberal culture. If there is some indifference to their work in the community, if the intellectual life is not rated as highly as we think it ought to be, the fault, perhaps, gentlemen, is our own. Do we clearly comprehend and enthusiastically devote ourselves to the mission which is before us? That, at any rate, is the way to convince the world of the dignity and supreme importance of the vocation to which we are called. Salaries are too low for professors; they ought to be much higher, but that is not the main issue. Do we ourselves really believe that the intellectual life is the highest thing in the world, after virtue and piety? If we, the faculties of our colleges and universities, are thoroughly permeated with that conviction, then we can leaven the community with our faith. In no other way can we quicken the intellectual life of the community or raise the public estimation of the things of the mind.

Far be it from us to accept the fatalistic creed which is every now and then put forth in magazines and books, that even the colleges and universities can rise no higher than the level of the community to which they belong. *Our* business *is* to rise higher. We are set apart to be something higher. If we are not something higher, we ought not to be here, we are shams and delusions. (Applause.) But if we believe in these higher things and fervently strive for them, no one need have anxiety about the colleges and universities in this generous and

appreciative republic which is always waiting for higher leadership and ready to support it when it comes. (Applause.)

Mr. Mathewson. It is not necessary that a college be large to be strong. There have been large colleges which were weak colleges and small colleges which were strong colleges; and I know of no better illustration of the second category than Bowdoin College, at Brunswick, Maine. The roll of the great statesmen which she has produced would alone justify her existence; and if to that roll we were to add names like those of Henry W. Longfellow, Chief Justice Fuller and others which will readily occur to our memories, it might well be doubted whether, in proportion to the number of her graduates, any other college has produced more, or perhaps so much, of quality.

And Bowdoin College is connected or associated with this institution by many ties. Both located in the upper latitudes of New England, we have had many problems and considerations in common. The distinguished Governor of our State has called attention today to the fact that the first president of Bowdoin College, from 1802 to 1807, I believe, was a Dartmouth man, Joseph McKeen. It is well known, too, that our Governor, who is also *our* alumnus now, is a graduate of Bowdoin. But he might have gone farther, for, unless my recollection is at fault, the second president of Bowdoin College, Jesse Appleton, from 1807 to 1819, was also a graduate of Dartmouth; and Francis Brown, President of Dartmouth College at the time of the celebrated Dartmouth College case, and grandfather of our distinguished alumnus of the same name whom you have heard today, was some time a trustee of Bowdoin College.

We are favored in having the president of that splendid institution at our board tonight. He is the author of "The Art of Optimism" and of "Practical Idealism," charming works indicating an equally charming mind and refined sentiment. With much pleasure I present to you Dr. William DeWitt Hyde, President of Bowdoin College. (Applause.)

ADDRESS BY PRESIDENT HYDE

It is a great privilege to express my thanks to you, sir, and to the trustees of Dartmouth, for admitting me into this goodly fellowship. When I cast about to see why this honor has come to me I am reminded of a very felicitous phrase with which President Hadley once conferred the degree of Doctor of Laws on the president of an institution which was very near geographically to New Haven, but whose president was not a conspicuously distinguished man. I do not remember all the phrases President Hadley used, but his climax was this, —"successor of illustrious predecessors." (Laughter.)

I have received this honor today as the president of a college of illustrious sons, and especially the president of a college which has given President Nichols one of his illustrious predecessors, President Lord. I have the advantage of some of my brethren here who have received degrees today of knowing precisely what my degree signifies, for a few years ago the trustees of a Methodist seminary in Maine sent a message to the trustees of Bowdoin College to this effect, that their seminary was somewhat run down and they felt that the best way to brace it would be to have a degree conferred upon the principal, and therefore they suggested

that we confer upon their principal the degree of LL. D., and then they added in brackets, "Doctor of Legal Laws." (Laughter.)

Bowdoin College and Dartmouth College have always been in the most friendly reciprocal relationships. The first thing President Tucker did when he came here to Dartmouth was to take from us a professor whom we are all sorry to know is detained from this gathering tonight by illness, a professor who, both at Bowdoin and at Dartmouth, has proved himself one of the most loyal colleagues that ever served upon a faculty and one of the most devoted teachers that ever taught a class—your own beloved Professor Wells. (Applause.) By way of retaliation Bowdoin College of late has discovered that when we want material for professors or assistant professors, there is no such promising field for forage as among the brilliant young instructors whom President Tucker has gathered about him here at Dartmouth.

Then, there is another form of interchange which has been carried on quite freely between Dartmouth and Bowdoin. We have been in the habit of exchanging those students who, in the language of our deans, "require the stimulus of a new environment to shake off habits of dissipation and acquire habits of studiousness," and this exchange, I may say, most happily illustrates the truth of the Scriptural maxim, "It is more blessed to give than to receive." (Laughter.)

I join with you all most heartily in your congratulations on the choice of a president. We are all incredulous about new men and new things. I heard the other day about an Irishman who did not believe the telephone could do what it was advertised to do. With some diffi-

culty he was persuaded to try to communicate with his wife Maria, some ten miles distant in a suburb,—this wife Maria, by the way, being rather a severe disciplinarian. It so happened that he tried the experiment in the midst of a thunderstorm, and the electricity came over the wire and knocked him down on the floor. As he got up he remarked, "That's Maria, all right." (Laughter.)

Many of us have come to feel that no one but President Tucker could voice the Dartmouth spirit, but, as we listened to the admirable address of President Nichols this morning, I am sure we all said, "That is the Dartmouth spirit, all right." (Applause.)

There was a fellow in my class at Harvard who was put on special probation, and Dean Dunbar, who wrote in rather a blind hand, sent notice in the usual form to his father. The father could not make it out, and so he asked the son to explain it to him. "Oh, yes," said the son, "that is perfectly plain. Don't you see? 'Dear Sir, —It is my duty to inform you that your son has been placed on special approbation!' " (Laughter.) I do not doubt that President Nichols looked on the ordeal this morning as one of special probation; but I can assure him and all the guests assembled that we leave him under our special approbation. (Applause.)

It is a splendid thing, as President Schurman has said, that the new president is a scientific man; though not because science should ever be the leading interest in a college of liberal learning. I believe the leading interest should ever be the understanding and appreciation of the thoughts, words, deeds and institutions of men. But the sciences, especially in their laboratory methods, have worked out a certain individuality and vitality of

contact of teacher with taught in common contact with the materials with which they deal—a method which is superior to the methods which thus far have been worked out in most of our class rooms that deal with other subjects.

Some years ago the story goes that one of our old professors, when asked a question about a foot note to Butler's Analogy, which he was teaching, replied, "I am responsible for the text but not for the foot notes." There are methods tolerated in most of our institutions today that forty years from now will be as antiquated and ridiculous as that. Within the past year, committees in two New England institutions have reported to their faculties and to their boards that certain general lecture courses, dealing with a large number of students, where the professor simply gives and the students passively receive, with no responsibility, except for the sweet by and by and for the night before examination, are not fit to be given in institutions of learning. The bright student, who understood the principles of education, would mark every such course in our institutions with an "E" and say that such a course as that ought not to be qualified to present its men as candidates for a degree.

There are various ways of meeting this difficulty. I will tell you a little experiment which we are trying this year at Bowdoin. The important thing in a college, as distinct from a university, is not the number of courses that are spread out in a catalogue. That is a feeble and futile imitation of a university. The banquet we had tonight would have been no better if there had been six times as many things to choose from. The success and satisfaction of the banquet lies in the fact that there was

a sufficient variety and that everything was of the best. That is the true policy for the small college as distinct from the university.

The little experiment I speak of is this. We have taken our Department of History and Political Science and have limited it to four courses of three hours each, running through the year, and we have three men to teach them. An instructor takes the elementary course in European history and has nothing to do in the year but teach that one three-hour course of thirty-six students, breaking the class up into little sections for weekly conferences. The men sit around a table and the instructor meets them more on a personal basis, talking the subject over with them as a scientist would do in the laboratory. An assistant professor takes the class in ancient history on the same method. The professor himself, the head of the department, takes one course in American history and one in civil government in the same way.

This experiment would not apply everywhere. It is only three weeks old, and I cannot say how we will come out. But although we are not sure that it may not kill the professors and bankrupt the treasury, we are fairly sure that it will educate the students. I simply cite it to show you that in our little college we are alive to the problems which were discussed the other day at Harvard and which have been discussed in the inaugural here today; and we rejoice that a man of scientific temper and training in the laboratory methods of physical science is to take charge not merely of the methods of teaching science, but is to have the direction of the teaching of all subjects in one of our great New England colleges.

One great victory has already been won, and Dartmouth has taken the lead in it. We have made college education in this country democratic in respect of birth and of wealth. On that broad foundation which Dartmouth has done so much to lay, the problem before us is to rear a true academic aristocracy, an aristocracy of moral and intellectual earnestness; and I believe that, under the lead of this distinguished scientist, bringing the methods of the laboratory at their best to the teaching of every subject in the curriculum, Dartmouth will be our leader still in this problem which is immediately before us. (Applause.)

Mr. Mathewson. I can assure Dr. Hyde that the quality of his administration at Bowdoin is so well known that no characterization by the toastmaster could add to the estimate in which it is held by this intelligent audience.

The year 1856 was a prolific one. Not only was it the year of the nativity of Dr. Lowell, if public prints are correct, but it was also the year of the birth of Dr. Woodrow Wilson, of Princeton. Their careers ran and have run in some measure quite parallel. A graduate of the splendid class of 1879 at Princeton, Dr. Wilson pursued the study of the law and, for a time, its active practice. He also studied broadly the science of government and, if I am not mistaken, occupied the chair of political science at Bryn Mawr and Wesleyan. He, also, is a productive scholar, "A History of the American People," "Disunion and Re-union," "Congressional Government," and other works, being standards of their kind and so recognized.

I once heard that sturdy old Virginian, General Roger A. Pryor, who was first through the embrasures

of Fort Sumter after the bombardment of April, 1861, referred to as "the greatest living reflection on the accuracy of northern marksmanship." Dr. Wilson drew a fund of courage from the same soil and the same stock, and when in 1902 he became President of Princeton University he proceeded with the stern resolve of his great predecessor, Jonathan Edwards, to clean up the waste places and to eradicate from the curriculum of that institution anything that appeared insufficient or below standard, with the result that, if Princeton University was ever an easy place to get into, that time has been succeeded by a period when it is one of the easiest places to get out of, of all collegiate institutions in America. (Laughter.)

Dr. Wilson is now developing, as we all know, a great graduate school. Distinguished names are being added to its faculty which will be sure to inspire and elevate the entire scholastic and teaching power of the university in undergraduate as well as graduate work.

I have much pleasure in presenting to you Dr. Woodrow Wilson, the President of Princeton University. (Applause.)

ADDRESS BY PRESIDENT WILSON

It gives me peculiar pleasure to be the bearer of admiring congratulations to the retiring President of Dartmouth, Dr. Tucker, from the institution I represent. We have watched at Princeton the extraordinary progress of Dartmouth under his administration with a growing conception of what the character and power of a single man can do. And also it is most gratifying to me to bear messages of Godspeed to the new man who is assuming this distinguished succession.

I would prefer to believe that the honor conferred upon me today by the gracious vote of the Trustees of this College came to me as a representative of Princeton rather than as an individual, for I like to believe that such acts are a recognition of the community of purpose which exists among the colleges of this country, and that we are consciously trying to draw together into a single force the powers, both individual and organic, which lie in the educational institutions of America.

I have been thinking, as I sat here tonight, how little, except in coloring and superficial lines, a body of men like this differs from a body of undergraduates. You have only to look at a body of men like this long enough to see the mask of years fall off and the spirit of the younger days show forth, and the spirit which lies behind the mask is not an intellectual spirit: it is an emotional spirit.

It seems to me that the great power of the world—namely, its emotional power—is better expressed in a college gathering than in any other gathering. We speak of this as an age in which mind is monarch, but I take it for granted that, if that is true, mind is one of those modern monarchs who reign but do not govern. As a matter of fact, the world is governed in every generation by a great House of Commons made up of the passions; and we can only be careful to see to it that the handsome passions are in the majority.

A college body represents a passion, a very handsome passion, to which we should seek to give greater and greater force as the generations go by—a passion not so much individual as social, a passion for the things which live, for the things which enlighten, for the things which bind men together in unselfish companies. The

love of men for their college is a very ennobling love, because it is a love which expresses itself in so organic a way and which delights to give as a token of its affection for its alma mater some one of those eternal, intangible gifts which are expressed only in the spirits of men.

It has been said that the college is "under fire." I prefer, inasmuch as most of the so-called criticism has come from the college men themselves, to say that the college is *on fire;* that it has ceased to be satisfied with itself, that its slumbering fires have sprung into play, and that it is now trying to see by the light of that flame what its real path is. For we criticise the college for the best of all reasons,—because we love it and are not indifferent to its fortunes. We criticise it as those who would make it as nearly what we conceive it ought to be as is possible in the circumstances.

The criticism which has been leveled at our colleges by college men, by men from the inside, does not mean that the college of the present is inferior to the college of the past. No observant man can fail to see that college life is more wholesome in almost every respect in our day that it was in the days gone by. The lives of the undergraduates are cleaner, they are fuller of innocent interests, they are more shot through with the real permanent impulses of life than they once were. We are not saying that the college has degenerated in respect of its character.

What we mean I can illustrate in this way. It seems to me that we have been very much mistaken in thinking that the thing upon which our criticism should centre is the athletic enthusiasm of our college undergraduates, and of our graduates, as they come back to the

college contests. It is a very interesting fact to me that the game of football, for example, has ceased to be a pleasure to those who play it. Almost any frank member of a college football team will tell you that in one sense it is a punishment to play the game. He does not play it because of the physical pleasure and zest he finds in it, which is another way of saying that he does not play it spontaneously and for its own sake. He plays it for the sake of the college, and one of the things that constitutes the best evidence of what we could make of the college is the spirit in which men go into the football game, because their comrades expect them to go in and because they must advance the banner of their college at the cost of infinite sacrifice. Why does the average man play football? Because he is big, strong and active, and his comrades expect it of him. They expect him to make that use of his physical powers; they expect him to represent them in an arena of considerable dignity and of very great strategic significance.

But when we turn to the field of scholarship, all that we say to the man is, "Make the most of yourself," and the contrast makes scholarship mean as compared with football. The football is for the sake of the college and the scholarship is for the sake of the individual. When shall we get the conception that a college is a brotherhood in which every man is expected to do for the sake of the college the thing which alone can make the college a distinguished and abiding force in the history of men? When shall we bring it about that men shall be ashamed to look their fellows in the face if it is known that they have great faculties and do not use them for the glory of their alma mater, when it is known that they avoid those nights of self denial which are neces-

sary for intellectual mastery, deny themselves pleasure, deny themselves leisure, deny themselves every natural indulgence in order that in future years it may be said that that place served the country by increasing its power and enlightenment?

But at present what do we do to accomplish that? We very complacently separate the men who have that passion from the men who have it not,—I don't mean in the class room, but I mean in the life of the college itself.

I was confessing to President Schurman tonight that, as I looked back to my experience in the class rooms of many eminent masters I remembered very little that I had brought away from them. The contacts of knowledge are not vital; the contacts of information are barren. If I tell you too many things that you don't know, I merely make myself hateful to you. If I am constantly in the attitude towards you of instructing you, you may regard me as a very well informed and superior person, but you have no affection for me whatever; whereas if I have the privilege of coming into your life, if I live with you and can touch you with something of the scorn that I feel for a man who does not use his faculties at their best, and can be touched by you with some keen, inspiring touch of the energy that lies in you and that I have not learned to imitate, then fire calls to fire and real life begins, the life that generates, the life that generates power, the life that generates those lasting fires of friendship which in too many college connections are lost altogether, for many college comradeships are based upon taste and not upon community of intellectual interests.

The only lasting stuff for friendship is community of conviction; the only lasting basis is that moral basis to which President Lowell has referred, in which all true intellectual life has its rootage and sustenance, and those are the rootages of character, not the rootages of knowledge. Knowledge is merely, in its uses, the evidence of character, it does not produce character. Some of the most learned of men have been among the meanest of men, and some of the noblest of men have been illiterate, but have nevertheless shown their nobility by using such powers as they had for high purposes.

We never shall succeed in creating this organic passion, this great use of the mind, which is fundamental, until we have made real communities of our colleges and have utterly destroyed the practice of a merely formal contact, however intimate, between the teacher and the pupil. Until we live together in a common community and expose each other to the general infection, there will be no infection. You cannot make learned men of undergraduates by associating them intimately with each other, because they are too young to be learned men yet themselves; but you can create the infection of learning by associating undergraduates with men who are learned.

How much do you know of the character of the average college professor whom you have heard lecture? Of some professors, if you had known more you would have believed less of what they said; of some professors, if you had known more you would have believed more of what they said. One of the dryest lecturers on American history I ever heard in my life was also a man more learned than any other man I ever knew in American history, and out of the class room, in conversation, one

of the juiciest, most delightful, most informing, most stimulating men I ever had the pleasure of associating with. The man in the class room was useless, out of the class room he fertilized every mind that he touched. And most of us are really found out in the informal contacts of life. If you want to know what I know about a subject, don't set me up to make a speech about it, because I have the floor and you cannot interrupt me, and I can leave out the things I want to leave out and bring in the things I want to bring in. If you really want to know what I know, sit down and ask me questions, interrupt me, contradict me, and see how I hold my ground. Probably on some subjects you will not do it; but if you want to find me out, that is the only way. If that method were followed, the undergraduate might make many a consoling discovery of how ignorant his professor was, as well as many a stimulating discovery of how well informed he was.

The thing that it seems to me absolutely necessary we should now address ourselves to is this—forget absolutely all our troubles about what we ought to teach and ask ourselves how we ought to live in college communities, in order that the fire and infection may spread; for the only conducting media of life are the social media, and if you want to make a conducting medium you have got to compound your elements in the college, —not only ally them, not put them in mere diplomatic relations with each other, not have a formal visiting system among them, but unite them, merge them. The teacher must live with the pupil and the pupil with the teacher, and then there will begin to be a renaissance, a new American college, and not until then. You may have the most eminent teachers and may have the best

pedagogical methods, and find that, after all, your methods have been barren and your teachings futile, unless these unions of life have been accomplished.

I think that one of the saddest things that has ever happened to us is that we have studied pedagogical methods. It is as if we had deliberately gone about to make ourselves pedants. There is something offensive in the word "pedagogy." (Applause.) A certain distaste has always gone along with the word "pedagogue." A man who is an eminent teacher feels insulted if he is called a pedagogue; and yet we make a science of being a pedagogue, and in proportion as we make it a science we separate ourselves from the vital processes of life.

I suppose a great many dull men must try to teach, and if dull men have to teach, they have to teach by method that dull men can follow. But they never teach anybody anything. It is merely that the university, in order to have a large corps, must go through the motions; but the real vital processes are in spots, in such circumstances, and only in spots, and you must hope that the spots will spread. You must hope that there will enter in or go out from these little nuclei the real juices of life.

What we mean, then, by criticising the American college is not to discredit what we are doing or have done, but to cry ourselves awake with regard to the proper processes. (Great applause.)

Mr. Mathewson. When with my young companions I attended the winter term of a "district school" in the neighboring state of Vermont, we were accustomed to place our mince pie at the bottom of the lunch basket, in order that it might be last reached and that its flavor might linger longest on our palates. (Laughter.) We

believed and were confident that the supervening layers would be excellent, and I do not recall that we were ever mistaken; but the quality of the mince pies that our "mothers used to make," or at least of which they supervised the making, had been so long, so thoroughly, and so favorably known, that it was not subject to question or debate.

The hour is such that I can introduce but one other speaker. We have reached the bottom of our basket. And who shall that speaker be? Can there be any doubt in your minds as to his identity? Elected President of Harvard University in 1869, the year of the celebration of the centennial of the existence of this College, he has just relinquished, after an administration which is part of the history of his country, that high position, full of honors, with all his powers and vigor unimpaired. He is a member of every learned society in America, and has been complimented by election to the Legion of Honor and the Institute of France. He is the recipient of the most distinguished ambassadorial appointment of his country, if he would but accept it. He is both the author and the exemplar of "The Happy Life." He is President Emeritus of Harvard University, and either active or emeritus in every other field of high endeavor. He has often been referred to as "the first citizen of the Republic," and well so designated. He is endeared to us especially by his many and cordial references to the success of Dr. Tucker in the line of "service"; and he might well be denominated in the field of education, as Tennyson (in another tense) described the great Wellington, "That tower of strength that stands four-square to all the winds that blow,"—Dr. Charles William Eliot. (Applause.)

ADDRESS OF PRESIDENT EMERITUS ELIOT

The material that lies between the upper and the lower crust of a mince pie is a kind of hash (laughter); and what I propose to say to you at the close of this long and very interesting day is a kind of hash.

I will comment on some things that I have heard here and on others that we have all seen. I will point out, in the first place, what an interesting sight you have seen here this evening,—Mr. Bryce sitting at this table with Mr. Lowell. Mr. Bryce, the Scotchman, trained at Glasgow University and at Balliol College, Oxford, has written the best book about the American Commonwealth that has ever been written; and Mr. Lowell, the American, trained at Harvard, has written a better book about the government of England than it has ever entered into the mind of any Englishman to write. (Applause.) That sight illustrates in a striking way what we may look for with regard to the interchange of the results of scholarship between England and America and indeed between all the nations of Europe and our own people. It is going to be a great comfort for those of us who have lived through a long period when Europe seemed to give everything in the way of scholarship and art to us, while we were unable to make any adequate return, that our colleges and universities have now come to such a condition that in the future we are going to be able to return to Europe as good as we get.

It is quite true that colleges and universities represent better than any other institutions of a nation its condition of civilization; and we therefore rejoice together that the last fifty years have seen a prodigious rise in the American colleges and universities, a rise in acquired

power, in popular influence, in wealth, and in public appreciation and honor. This spectacle that we have seen here today and the spectacle that many of us saw at Cambridge last week illustrate this remarkable gain which the American colleges and universities have made within the last fifty years. It is an inspiring, hopeful, delightful fact. Let us never forget it, when we endeavor to describe what further progress we imagine for the American colleges and universities.

But now, we have heard repeatedly today, as also in the discussions at various college meetings during the last year, that our colleges and universities lack the right spirit in scholarship, lack the highest motives towards intellectual exertion, towards personal success in college and university men. I want to testify, gentlemen, that that is precisely contrary to my experience and observation during the last forty years. I believe—I think I know—that the colleges and universities of this country are just full of one noble spirit, of a moral and spiritual motive. It is the spirit of service to country and mankind.

I do not agree at all, gentlemen, with the proposition that we have got to the right motive, whether in football or in scholarship, when we induce young men to act for the honor of their college. That is better than seeking personal glory, but that is not the true motive in any man's intellectual and spiritual life. The true motive burns in American youth, the American educated youth of today, and for the last fifty years it has burned hotly. The true motive is service,—service to society, to the community into which the man is thrown, service to the nation, service to mankind. (Applause.) That is a noble motive, that is the true motive, and that is the

motive that actually burns in the hearts of American youth. But how is this service to be rendered? In just the way in which it has always been rendered,—by the acquirement of personal, individual power to think, to act, to do.

We sometimes think of the curriculum of four hundred or five hundred years ago in Europe—the curriculum of Latin and Greek, with little bits of mathematics and philosophy—as if it were not an education directed to service, as if it were what we nowadays call "general culture," as if it had no vocational object. Gentlemen, that is an extraordinary delusion. What we now call the classical education was a vocational education in the most intense degree. It was a preparation for the only learned professions of the time; it gave access to the only treasures of human thought at that time. The training in Latin, the common speech of scholarship and the common language for civilized man, in Greek, the language in which the chief treasures of human thought were locked up, and in mathematics, philosophy, and ancient history, was, at the period, the most vocational training that has ever been set before youth. It was directed straight to the practice of a profession.

There has just left us tonight a man whose education was obtained at Glasgow and at Oxford in what we now sometimes call the old-fashioned subjects—these absolutely vocational subjects of the Renaissance, Latin, Greek, and history. I refer to my old friend, James Bryce. No man ever received a more strictly vocational training than he did. His first book was the issue of a competition for a college prize; the "Holy Roman Empire" was just the product of his college training,

and that book prophesied his entire career. Let us get firm hold of the fact that the so-called classical education was a strictly vocational education.

What a prodigious change has come over the civilized world in respect to the number of learned professions. There used to be but two beside the Army and Navy, and now we have at least a dozen well marked, different professions. For the purposes of the nation, for the purposes of civilized society, all those professions are to be prepared for in college and university by an appropriate vocational education, just as the traditional professions used to be prepared for by a strictly vocational education. This does not mean that the learned men of the new times are going to be too strictly specialists. They will be no more specialists than the men who were educated by the Jesuit program of studies for the learned professions of that day.

We have got to enlarge our definition of culture. We have got to recognize that there are other activities of the human imagination, which are just as high, pure and strong as the literary imagination, as the imagination of the poet or the artist. The scientific imagination is exactly as high a type of mental operation, as high a type of spiritual vision, as the imagination of the poet.

This great variety of vocations has got to be prepared for in our colleges and universities. Fortunately all learned men will be bound together, no matter what their professions, because in all study, in all intellectual achievement which means progress and new discovery, there is but one method, the method of modern science.

You have chosen here at Dartmouth a man trained in science to be your leader. He does not hold one degree in arts,—no, not one—although he has long been

a student and a teacher. One of my colleagues seemed tonight to forget that such a selection was not an absolute novelty in New England. (Laughter.) I seem to recall a similar selection forty years ago (laughter); but you will never believe that your new president is a narrower man than any of his predecessors. He is as broad, as liberal, as cultivated, as any of his predecessors.

We witness in the selection of college presidents another interesting phenomenon. Plenty of scientific men have now been appointed to the presidencies of American colleges and universities, and some of them long ago. But we are now witnessing another striking phenomenon, which illustrates the new necessities of society in regard to university training and university teaching. Have you not noticed how many men brought up in political science have lately been made presidents of colleges and universities? I need name only a few striking instances,—Hadley, at Yale; Garfield, at Williams; Houston, first in the University of Texas and now in Washington University at St. Louis; Lowell, at Harvard. All these men, and many more chosen college presidents have procured their training in the study of economics, political science, and government. These selections reflect the strong interest of the American people in these great subjects; they indicate that new bodies of classified knowledge have been acquired in those subjects, and that many people recognize that the welfare of the nation is bound up with the diffusion among our people of a sound comprehension of their elements.

Let these facts remind us that colleges and universities not only represent the highest state of civilization

attained, but ought always to represent, also, the hopes, aspirations, and new purposes of a nation, cherished sometimes long in advance by the pioneers of new learning, but ultimately expressed by the thronging youth who come into the colleges and universities.

At Harvard, of late years, what are the subjects that everybody studies? Economics, history, government,—those are the studies that every student chooses. This fact indicates what the future development is to be. The development has begun; it is already well advanced. New vocational studies!

Lastly, another great vocation of men has come into the university field and must be prepared for, and all its lines must be run and marked by men of learning and singular penetrative capacity. I refer to the new intellectual vocation called business, or business administration. That is a great new field for our universities, and in that field the leading colleges and universities of the country are already at work. Vocational studies these, but no more vocational than Latin, Greek, and mathematics were five hundred years ago.

Let us never be daunted, gentlemen, by that word "vocational." It is training, early training, to the vocation, which gives power in the vocation when reached; and that power means capacity for service, the attainment of the object which the American youth puts before himself. Teach individual youth what will enable *him* best to serve country, mankind, and God. (Applause.)

Mr. Mathewson. In behalf of the trustees, and I am sure in behalf of every listener, I extend our heartfelt thanks to the speakers of the evening, each and all of whom have so delighted and instructed us. Again, in

behalf of the College, I extend our thanks to the delegates who have honored us by their presence, and bid them God-speed upon their homeward journey, after they shall have tarried with us as long as they will.

And finally, I declare this banquet and the exercises in connection with the installation of President Nichols concluded. (Applause.)

9 781171 660613